

Illinois State Normal University Bulletin

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***GRADUATE SCHOOL
ISSUE 1949-1950***



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Illinois State Normal University Bulletin

GRADUATE SCHOOL ISSUE

1949 - 1950

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ILLINOIS STATE NORMAL UNIVERSITY

NORMAL, ILLINOIS

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STATE OF ILLINOIS

ADLAI E. STEVENSON
Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE TEACHERS COLLEGE BOARD

Ex-Officio Members

NOBLE J. PUFFER

Director of Registration and Education (Springfield)
Chairman

VERNON L. NICKELL

Superintendent of Public Instruction (Springfield)
Secretary

Appointed Members

1943-1949

MR. RICHARD F. DUNN Normal
MR. ROBERT W. DAVIS Carbondale
*MRS. PETER MILLER Peru

1945-1951

MRS. HELEN ROSE PEGELOW Mattoon
MR. LEWIS M. WALKER Gilman
MR. IRA M. MEANS Macomb

1947-1953

DR. PRESTON BRADLEY Chicago
MR. RUSSELL L. GUIN Danville
MR. LINDELL W. STURGIS Metropolis

MR. CHARLES G. LANPHIER, Coordinator Springfield

* Resigned.

Under the provisions of the Civil Administrative Code, Illinois State Normal University is governed by a board consisting of eleven members known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board, and the Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the Governor for terms of six years. This Board is the governing body for the five state teachers colleges of Illinois.

UNIVERSITY CALENDAR

1949-1950

Summer Sessions, 1949

Monday, June 20—Registration for Eight-weeks Session.
Tuesday, June 21—Classwork begins.
Saturday, June 25—Registration for Three-weeks Session, 8:00-12:00 a.m.
Monday, July 4—Independence Day Holiday.
Friday, July 15—Three-weeks Session ends.
Tuesday-Thursday, July 19-21—Educational Conference and Exhibit.
Thursday, August 11, and Friday a.m., August 12—Summer Session Examinations.
Friday, August 12—Summer Session ends, Summer Commencement, 3:00 p.m.

First Semester, 1949

Friday, September 16—Registration.
Monday, September 19—Classwork begins. Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.
Friday and Saturday, November 4 and 5—Annual Homecoming.
Wednesday, November 23—Thanksgiving Vacation begins, 12:00 noon.
Monday, November 28—Thanksgiving Vacation ends, 8:00 a.m.
Wednesday, December 21—Christmas Vacation begins after scheduled classes.

1950

Thursday, January 5—Christmas Vacation ends, 8:00 a.m.
Monday-Thursday, January 23-26—Semester Examinations.
Friday, January 27—First Semester ends.

Second Semester, 1950

Monday and Tuesday, January 30 and 31—Registration.
Tuesday, January 31—Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.
Wednesday, February 1—Classwork begins.
Friday, March 31—Spring Vacation begins after scheduled classes.
Tuesday, April 11—Spring Vacation ends, 8:00 a.m.
Tuesday, May 30—Memorial Day Holiday.
Monday-Thursday, June 5-8—Semester Examinations.
Saturday, June 10—Alumni Reunion and Luncheon.
Saturday, June 10—University Commencement, 3:30 p.m.

*Summer Sessions, 1950

Monday, June 19—Registration for Eight-weeks Session.
Tuesday, June 20—Classwork begins.
Saturday, June 24—Registration for Three-weeks Session, 8:00-12:00 a.m.
Tuesday, July 4—Independence Day Holiday.
Friday, July 14—Three-weeks Session ends.
Tuesday-Thursday, July 18-20—Educational Conference and Exhibit.
Thursday, August 10, and Friday a.m., August 11—Summer Session Examinations.
Friday, August 11—Summer Session ends. Summer Commencement, 3:00 p.m.

* This calendar has not been officially adopted and consequently is tentative.

ADMINISTRATION

ADMINISTRATIVE COUNCIL

RAYMOND WILBER FAIRCHILD, A.B., A.M., Ph.D., LL.D., (1933)†	President of the University
BJARNE R. ULLSVIK, B.S., M.S., Ph.D., (1945)	Administrative Assistant to the President Professor of Mathematics
CHRIS A. DE YOUNG, A.B., M.A., Ph.D., (1934)	Dean of the University Director of the Summer Session; Professor of Education
ARTHUR HOFF LARSEN, B.Ed., Ph.M., Ph.D., (1935)	Assistant Dean of the University Head of the Department of Education and Psychology; Professor of Education
ANNA LUCILE KEATON, A.B., A.M., Ph.D., (1937)	Dean of Women Associate Professor of English
FRIEDA ANNE GRIEDER, A.B., M.S., (1946)	Assistant Dean of Women Director of Fell Hall; Assistant Professor of Education
RALPH HARLAN LINKINS, A.B., A.M., (1917)	Dean of Men Associate Professor of Biological Science
STANLEY K. NORTON, A.B., A.M., Ph.D., (1948)	Assistant Dean of Men Associate Professor of Education
FRANCIS M. WADE, B.S., M.A., (1947)	Director of Student Activities Instructor in Social Science
JOHN WESLEY CARRINGTON, B.S., A.M., Ph.D., (1933)	Director of Laboratory School Experiences Director of the Bureau of Appointments; Professor of Education
FLOYD TOMPKINS GOODIER, A.B., M.A., (1935)	Director of Integration Director of Veterans Services; Associate Professor of Education
ELSIE BRENNEMAN, B.Ed., M.A., (1927)	Director of Admissions and Registrar Assistant Professor of Education

GRADUATE COUNCIL

- *CHRIS A. DE YOUNG, Dean of the University, Chairman
- *ELSIE BRENNEMAN, Director of Admissions and Registrar, Secretary
- *R. W. FAIRCHILD, President of the University
- *ARTHUR H. LARSEN, Assistant Dean and Head of the Department of Education and Psychology
- RICHARD G. BROWNE, Head of the Department of Social Science
- JOHN W. CARRINGTON, Director of Laboratory School Experiences
- ESTHER FRENCH, Head of the Department of Health and Physical Education for Women
- R. U. GOODING, Head of the Department of Physical Science
- HERBERT R. HIETT, Head of the Department of English
- F. LOUIS HOOVER, Head of the Department of Art Education
- EMMA R. KNUDSON, Head of the Department of Music Education
- E. M. R. LAMKEY, Head of the Department of Biological Science
- H. O. LATHROP, Head of the Department of Geography
- S. S. MARZOLF, Chairman, Committee on Research
- C. N. MILLS, Head of the Department of Mathematics
- R. M. STOMBAUGH, Head of the Department of Industrial Arts Education
- LEWIS R. TOLL, Head of the Department of Business Education
- ELEANOR W. WELCH, Director of Libraries
- JENNIE A. WHITTEN, Head of the Department of Foreign Languages

† Figures in parentheses indicate year of first employment in this University.

* Constitute the Executive Committee of the Council.

FACULTY

STAFF MEMBERS WHO MAY BE OFFERING GRADUATE COURSES

WILLIAM D. ASHBROOK, B.Ed., M.S., Ph.D., (1947)	Associate Professor of Industrial Arts
GLADYS L. BARTLE, B.S., M.S., Ph.D., (1930)	Associate Professor of Art
FRANCIS B. BELSHE, B.S. in Ed., A.B., M.A., Ph.D., (1948)	Associate Professor of Education
RICHARD GIBBS BROWNE, A.B., A.M., Ph.D., (1928)	Professor of Social Science Head of the Department of Social Science
JOHN WESLEY CARRINGTON, B.S., A.M., Ph.D., (1933)	Professor of Education Director of Laboratory School Experiences Director of the Bureau of Appointments
HELEN M. CAVANAGH, A.B., A.M., Ph.D., (1946)	Associate Professor of Social Science
HUBERTA CLEMANS, A.B., M.A., Ed.D., (1936)	Associate Professor of Education and Supervising Teacher in the Sixth Grade
EDWARD LE ROY COLE, A.B., A.M., Ed.D., (1931)	Associate Professor of Education
MARGUERITE REGINA CONNELL, B.Ed., A.M., Ed.D., (1928)	Associate Professor of Latin
BERNICE COOPER, B.S., M.A., Ph.D., (1944)	Associate Professor of Health and Physical Education
MARGARET COOPER, B.A., M.A., Ed.D., (1932)	Professor of Education Director of the Division of Elementary Education
CHARLES ERNEST DECKER, A.B., M.A., Ed.D., (1925)	Professor of Education Director of the Division of Secondary Education
WILLIAM I. DE WEES, B.S., A.M., Ed.D., (1937)	Associate Professor of Education
CHRIS A. DE YOUNG, A.B., M.A., Ph.D., (1934)	Professor of Education Dean of the University Director of the Summer Session
CLAUDE M. DILLINGER, B.S., A.M., Ph.D., (1944)	Associate Professor of Psychology
G. HARLOWE EVANS, B.S., M.S., Ph.D., (1946)	Associate Professor of Chemistry
*HOWARD I. FIELDING, A.B., Ph.D., (1944)	Associate Professor of English
ESTHER L. FRENCH, B.S., M.A., Ph.D., (1944)	Professor of Health and Physical Education Head of the Department of Health and Physical Education for Women
BERNICE GERTRUDE FREY, B.A., A.M., Ph.D., (1930)	Associate Professor of Health and Physical Education
F. RUSSELL GLASENER, B.A., M.A., Ph.D., (1935)	Associate Professor of Social Science
RALPH URBAN GOODING, B.S., Ph.D., (1931)	Professor of Chemistry Head of the Department of Physical Science
MIRIAM GRAY, A.A., B.S. in Ed., M.A., Ed.D., (1946)	Associate Professor of Health and Physical Education
NINA E. GRAY, B.A., M.A., Ph.D., (1935)	Associate Professor of Biological Science
ESTHER M. GRIFFITH, A.B., A.M., Ph.D., (1947)	Associate Professor of Chemistry
RUTH HENLINE, A.B., B.Ed., M.A., Ph.D., (1926)	Associate Professor of English
HERBERT REYNOLDS HIETT, A.B., A.M., Ph.D., (1937)	Professor of English Head of the Department of English
F. LOUIS HOOVER, B.S., M.A., Ed.D., (1944)	Professor of Art Head of the Department of Art
CLIFFORD EMORY HORTON, B.P.E., A.M., Ed.D., (1923)	Professor of Health and Physical Education Head of the Department of Health and Physical Education for Men
VICTOR M. HOUSTON, B.S., A.M., Ed.D., (1936)	Professor of Education Principal, University High School
MILFORD C. JOCHUMS, A.B., A.M., Ph.D., (1948)	Assistant Professor of English
JOHN A. KINNEMAN, A.B., A.M., Ph.D., (1927)	Professor of Social Science
EMMA R. KNUDSON, B.M., B.S. in Ed., M.S. in Ed., Ph.D., (1934)	Professor of Music Head of the Department of Music
HAROLD F. KOEPKE, B.Ed., M.A., Ph.D., (1934)	Associate Professor of Business Education
ERNEST M. R. LAMKEY, A.B., A.M., Ph.D., (1927)	Professor of Biological Science Head of the Department of Biological Science

* Leave of absence in 1948-1949 school year.

ARTHUR HOFF LARSEN, B.Ed., Ph.M., Ph.D., (1935)	Professor of Education Assistant Dean of the University Head of the Department of Education and Psychology
HARRY OWEN LATHROP, B.Ed., S.M., Ph.D., (1933)	Professor of Geography Head of the Department of Geography
NORMA M. LEAVITT, B.S. in Ed., M.A., Ed.D., (1947)	Associate Professor of Health and Physical Education
ELDEN A. LICHTY, B.S. in Ed., A.M., Ed.D., (1945)	Associate Professor of Education Principal, Metcalf Elementary School
WILLIAM R. LUECK, B.A., M.S., Ph.D., (1936)	Associate Professor of Education
BLANCHE MC AVOY, B.A., A.M., Ph.D., (1926)	Associate Professor of the Teaching of Biological Science
CLYDE T. MC CORMICK, A.B., A.M., Ph.D., (1944)	Professor of Mathematics
HELEN E. MARSHALL, A.B., A.M., Ph.D., (1935)	Associate Professor of Social Science
J. LOUIS MARTENS, A.B., A.M., Ph.D., (1947)	Associate Professor of Biological Science
STANLEY S. MARZOLF, A.B., A.M., Ph.D., (1937)	Professor of Psychology
LEE WALLACE MILLER, B.A., M.S., Ph.D., (1935)	Professor of Biological Science
MARION G. MILLER, Ph.B., M.A., Ph.D., (1937)	Assistant Professor of Art
CLIFFORD NEWTON MILLS, B.S., A.M., Ph.D., (1925)	Professor of Mathematics Head of the Department of Mathematics
STANLEY K. NORTON, A.B., A.M., Ph.D., (1948)	Associate Professor of Education Assistant Dean of Men
GERDA OKERLUND, A.B., A.M., Ph.D., (1931)	Professor of English
ROSE ETOILE PARKER, B.A., A.M., Ph.D., (1931)	Professor of Education Director of the Division of Special Education
HARLAN W. PEITHMAN, A.B., B.M.E., M.S. in Ed., Ed.D., (1937)	Associate Professor of Music
HOWARD O. REED, B.S., M.A., Ed.M., Ed.D., (1944)	Associate Professor of Industrial Arts
JOHN L. REUSSER, B.A., M.A. in Ed., Ph.D., (1944)	Associate Professor of Education Principal of Illinois Soldiers' and Sailors' Children's School
RUTH RICHARDS, A.B., M.A., Ph.D., (1948)	Assistant Professor of Biological Science
DONALD T. RIES, B.S., M.S., Ph.D., (1946)	Assistant Professor of Biological Science
BERTHA MAY ROYCE, B.A., M.A., Ph.D., (1925)	Associate Professor of Biological Science
GWEN SMITH, B.S., M.A., Ph.D., (1946)	Associate Professor of Health and Physical Education
RAY M. STOMBAUGH, B.S., M.A., Ph.D., (1935)	Professor of Industrial Arts Head of the Department of Industrial Arts
LUCY LUCILE TASHER, Ph.B., J.D., A.M., Ph.D., (1935)	Associate Professor of Social Science
FLORENCE EVELYN TEAGER, B.A., M.A., Ph.D., (1931)	Professor of English
HERMAN R. TIEDEMAN, B.Ed., M.A., Ph.D., (1946)	Associate Professor of Psychology
LEWIS R. TOLL, B.S., M.S., Ed.D., (1947)	Professor of Business Education Head of the Department of Business Education
BJARNE R. ULLSVIK, B.S., M.S., Ph.D., (1945)	Professor of Mathematics Administrative Assistant to the President
DALE B. VETTER, A.B., M.A., Ph.D., (1941)	Associate Professor of the Teaching of English
JENNIE ALMA WHITTEN, A.B., A.M., Ph.D., (1919)	Professor of German and Spanish Head of the Department of Foreign Languages
LEO J. YEDOR, A.B., A.M., Ph.D., (1948)	Associate Professor of Social Science
†JESSE EMMERT YOUNG, A.B., M.S., Ph.D., (1939)	Associate Professor of Biological Science

† Resigned

GENERAL INFORMATION

PURPOSE OF GRADUATE STUDY

The Graduate School of Illinois State Normal University has for its primary purpose the preparation of professionally competent teachers, school administrators, and supervisors.

The interests, needs, and abilities of each student will be given consideration in organizing for him a unified and balanced program of work directed toward the realization of a definite educational objective.

Programs of graduate study leading to the degree of Master of Science in Education are provided for students who wish to become master teachers in elementary schools, in secondary schools, or in junior colleges, or for those who wish to become guidance and personnel workers. Students who wish to become administrators and supervisors will find specific curricula available for supervisors of student teaching in elementary or secondary schools, for superintendents of schools, for principals of elementary or secondary schools, and for supervisors of instruction.

As a way of meeting an urgent need in the field of special education, a curriculum is made available in which it is possible to emphasize preparation for teaching the mentally retarded, the physically handicapped, or the mal-adjusted.

Graduate course offerings are designed not only to serve the needs of students who desire the degree of Master of Science in Education, but also to meet the needs of students who may wish to continue their professional preparation or broaden their educational experiences without reference to the requirements for a degree.

HISTORY

Graduate study at Illinois State Normal University was offered for the first time during the summer session of 1944 as a result of authorization by the State Teachers College Board on July 12, 1943.

Consideration of and preparation for graduate work are not matters of recent concern at Illinois State Normal University. In 1937, the Graduate Committee of the University became interested in preparing for the time when such an advanced program would be undertaken. Beginning in 1941, the five state teachers colleges and the University of Illinois, through several conferences each year, planned a five-year program of work culminating in the Master's degree. All of these considerations have resulted in excellent preparation for this additional program.

The Graduate Committee of the State Teachers College Board indicated on January 10, 1944, that seven departments meeting the high standards established would be approved for inaugurating a graduate program in the summer of 1944. Since that time six other departments have been approved until now thirteen departments are authorized to offer graduate work. Other departments will be approved as rapidly as they meet the standards designated by the Teachers College Board.

The first graduate degree of Master of Science in Education was granted at the commencement of June 4, 1945. Since that time many persons have qualified for Master's degrees at both the June and August commencements of each year.

RANK IN ACCREDITING ASSOCIATIONS

Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. It is also accredited by the American Association of Colleges for Teacher Education. Graduates of the University are thus privileged to enjoy the same academic advantages as are accorded to graduates of the best recognized universities.

FACULTY COMPETENCE

An element of strength in any graduate program is the qualifications of the faculty. In establishing the graduate program, the State Teachers College Board stipulated that any faculty member teaching graduate courses is required to have a Doctor's degree, or the equivalent as defined in the standards of the American Association of Colleges for Teacher Education. The present graduate faculty offering approved courses includes seventy persons with Doctor's degrees.

Ability to offer excellent work on the graduate level is not confined to scholastic attainment in terms of degrees but is also evident in high quality teaching, enhanced through the experiences of many staff members who have offered graduate courses in other colleges and universities. Teaching ability must be recognized as a first essential in determining the value of a faculty member, even on the graduate level.

Membership and participation in professional organizations and learned societies in special fields, as well as authorship of books, monographs, and articles, have all combined to provide recognition of many staff members as authorities in their fields.

BUILDINGS AND EQUIPMENT

To make it possible for students to do first-class work on the graduate level, a college must recognize that excellent buildings and adequate equipment, especially in certain areas, are absolute necessities.

Illinois State Normal University is fortunate in having Milner Library, completed in 1940, designed for undertaking a graduate program. For a number of years, materials have been added to the holdings of the Library in anticipation of the offering in graduate work. Ample funds are available for constant additions to these holdings. With fifty-six carrells in the stack area provided for graduate study, two large reserve rooms, a very spacious reading room, and other equally valuable facilities, students undertaking graduate work will have the best of housing in which to use the ample materials at their disposal.

The availability of excellent laboratories in the Felmley Hall of Science meets exacting requirements for advanced work in the various sciences. The financial ability of the University to add new and needed equipment and sup-

plies at any time makes possible the highly satisfactory furtherance of study in the science area.

Housing facilities and equipment in areas other than library and science afford opportunities for graduate students to do complete and thorough work comparable with that offered in the best institutions of higher education.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks as well as a short session of three weeks. The shorter session will run parallel with the second, third, and fourth weeks of the longer session. Though students of the regular year attend these sessions in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student may definitely plan to get the same type of work as that secured during the regular year.

Student teaching and internship facilities are available for those who qualify for such work.

The maximum number of hours permitted any graduate student in the regular summer session is eight semester hours, which constitutes one-half of the credit for one semester.

The Summer Session Bulletin issued each year may be secured by writing to the Registrar. This Bulletin contains a detailed description of all courses, the cost of attendance, special attractions during the summer including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

Illinois State Normal University offers a number of graduate courses on the University campus during the late afternoons and evenings and on Saturdays during the regular school year. These courses may be used to apply toward the Master's degree.

SERVICES FOR WAR VETERANS

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Members of the faculty are prepared to help veterans secure scholarships and rehabilitation aid from the state, as well as the benefits which the federal government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G. I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

The Director of Housing assists in finding desirable living quarters, and the student Deans help in securing part-time employment. The loan funds of the University are available for returning veterans.

Before registration, veterans should correspond with or see Floyd T. Goodier, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments.

ADMISSION

Admission to courses for graduate credit will be guided by the following general requirements:

1. A Bachelor's degree from a college or university that is accredited by the American Association of Colleges for Teacher Education, or by the appropriate regional accrediting agency, or by one that is recognized by the state university of the state in which the college or university is located is required. It should be clearly understood that a student who is admitted to the Graduate School may be required to spend more than the minimum time to complete the work for the Master's degree. All deficiencies must be cleared before students will be admitted to candidacy for the degree.

2. A student with the Bachelor's degree from an institution not on the accredited or approved lists, as previously designated, may be accepted conditionally as an unclassified student, pending the satisfactory completion of one semester of graduate work.

3. Students who have less than twelve semester hours to complete for graduation from a four-year curriculum at Illinois State Normal University, may, with the consent of the Dean, be permitted to enter graduate courses for not more than the difference between the amount required for the Bachelor's degree and twelve semester hours. In the regular summer session, the maximum for such students is six semester hours.

4. Complete official transcripts of all high-school and college work must be filed.

5. Admission will be restricted to students whose undergraduate record and whose other qualifications indicate promise of success in graduate work.

6. The acceptance of the applicant, all other requirements having been met, will be conditional until a health examination is satisfactorily passed. This examination is given without charge through the University Health Service and it is advisable to arrange for it before registration. Appointments may be made through correspondence with the Director of the Health Service. Applicants who cannot arrange for examinations in advance are given the examination at the time of registration.

Application blanks for admission to graduate work may be secured from and filed with the Director of Admissions. After the blanks and the necessary transcripts have been received, they will be given consideration by the Committee on Admissions with all members present. The Committee consists of the Head of the Department concerned, the Director of Admissions, and the Dean of the University, who is Chairman of the Graduate Council. The Committee on Admissions will indicate undergraduate deficiencies, if any.

Admission to graduate courses does not guarantee candidacy for the Master's degree.

ADVISORY COMMITTEE

Each student admitted to graduate study will work under the direction of an Advisory Committee. This Committee will consist of a member of his major department as Chairman, appointed by the Head of that Department, and a second member appointed by the Chairman of the Graduate Council, upon nomination by the Chairman of the Advisory Committee and the student. The Department of Education and Psychology will be represented on the Committee.

ADMISSION TO CANDIDACY

Admission to candidacy for the Master's degree will be under the direction of the Graduate Council upon the recommendation of the candidate's Advisory Committee. The Council may deny such admission to candidates or may refuse further registration upon the basis of unsatisfactory scholarship or of unfitness for teaching on physical, moral, mental, or emotional grounds. All requirements for admission to candidacy must be satisfied not later than the completion of approximately sixteen semester hours of graduate work, at which time the student should file a petition for admission to candidacy. In any case, the petition must be filed with the Registrar not less than ninety days before the date of graduation. Petitions will be considered on March 1, July 1, and November 1.

EXPENSES AND FINANCIAL AIDS

Since a high percentage of funds necessary to provide a superior quality of education is available through state appropriations, the cost to the student attending Illinois State Normal University is very moderate compared with that at many colleges and universities. Attention is called to the items included under the school fees and the extensive service given in return for the moderate expenditure.

Fees*

Registration and incidental fee, per semester	\$40.00
Programs of six semester hours, or less, per hour	4.00
Students taking such programs are not required to pay the regular student activity fee.	
Matriculation fee (payable at time of admission to Graduate School).....	5.00
Graduation fee (payable six weeks before graduation)	10.00
Additional Transcripts of Record (after first copy)	1.00

Transcripts are issued only when all obligations have been met.

A charge of \$2.50 will be made for registration after the announced registration day.

Refunds of all or any portion of fees paid will not be made later than ten days following the regular registration time.

The registration and incidental fee includes an activity fee of \$15.00, which covers all general school charges such as library, towel, shop, laboratory, and typewriting fees; activities and publications such as athletics, music, lecture, dramatic, and forensic events, class dues, the school paper, and the school annual; health and medical dispensary service through the office of the University Physician, and infirmary and hospitalization service as indicated later in this

* Veterans should read the section entitled "Services for War Veterans" on page 10 before paying any fees.

Bulletin under "Promotion of Health." Graduate students are required to purchase textbooks needed in their courses.

Important. Fees are due and payable on registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for.

Living Accommodations

The town of Normal has homes in which students may secure accommodations within easy walking distance of the University. Lists of approved rooming houses and of apartments for married students, except the dormitories and Cardinal Court, are kept at the office of Mrs. Eloise Malmberg, Director of Housing. Students may wish to consult these lists before engaging rooms.

Desirable and well-equipped rooms, large enough for two persons, cost each student \$3.00 a week and up. Similar single rooms rent for \$3.50 a week and up. Apartments vary widely in cost.

Board ranges from \$9.00 to \$12.00 a week.

Fell Hall, the Freshman women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately one hundred fifty women students attending the University. During the summer session, it is available as a residence hall for all women students. Women desiring to live in Fell Hall should address inquiries to Miss Frieda A. Grieder, Director of Fell Hall. Boarding and rooming accommodations cost each student \$14.00 a week.

Smith Hall, the men's dormitory located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations for fifty-two men students of the University. Men desiring to live in Smith Hall should address inquiries to R. H. Linkins, Dean of Men. Boarding and rooming accommodations cost each student \$14.00 a week.

On Sudduth Road, west of Main Street, is located Cardinal Court, the veterans' village, which provides dormitories for ninety-six single veterans and apartments to house eighty-five families of veterans. Information concerning these accommodations may be secured from R. H. Linkins, Dean of Men.

Other Expenses

With the payment of the registration and incidental fee of \$40.00 each semester, there are no further institutional charges aside from locker fees, largely in the nature of a deposit, and the purchase of gymnasium costumes for those taking such work. For men and women students the gymnasium locker deposit is \$1.00, which is returned at the end of the year.

Lockers for general use may be rented for twenty-five cents a semester. The rental fee and a deposit of \$1.00 required for combination padlocks will be paid in the Information Office.

Estimated Total Expenses

The average cost for board, room, laundry, books, school supplies, fees, and all other costs connected with University life is approximately \$600 to \$800 for the regular year of thirty-six weeks. Some students do light housekeeping and are thus able to reduce that figure decidedly.

Assistantships and Scholarships

A limited number of assistantships paying from \$75 to \$150 a month are available to approved graduate students. Information concerning assistantships may be obtained from the President of the University.

A graduate scholarship fund of \$250 is made available by the Illinois Congress of Parents and Teachers for graduate study in the field of Special Education. Recipients of graduate scholarships are selected on the basis of ability, personality, and professional interests. Information concerning graduate scholarships may be obtained from the Director of the Division of Special Education.

Any person who has been honorably discharged from the army, navy, coast guard, or marine corps during World Wars I or II, who was a resident of the State of Illinois upon entering military service, and who meets the requirements for admission is entitled to a military scholarship to any of the five state teachers colleges. The scholarships may be used any four years within a period not to exceed six years. The holder of a military scholarship will not be required to pay any matriculation fee, tuition, activity fee, or other fees, except laboratory fees and similar fees for supplies and materials. The total for each student will not exceed \$80 for any fiscal year.

Loan Fund

A general loan fund is available for graduate students, from which they may borrow at a low rate of interest a sum not to exceed \$150. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students, who are urged to take advantage of the University Health Service in order to obtain early diagnosis and care as a means of preventing much absence that might otherwise result. Two resident University physicians and five registered nurses constitute the present staff of the Health Service for the University and Training Schools. The University Health Service offices are located in Cook Hall. The office of the nurses for the Training Schools is in the Metcalf Building.

Beginning with September, 1935, a more extensive health service provided a limited period of hospitalization for the students of the University. This service is now cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid their University fees. The University is not obligated for any hospital service charges of students who have not complied with this regulation.

2. A dispensary, which is open during class hours, is maintained in Cook Hall. Regular office hours, Monday through Friday, are maintained by the University physicians for student consultations from 8:30 a.m. to

12 m. and 2 p.m. to 4:30 p.m. The hours on Saturday are from 10 a.m. to 12 m. No charge is made for this service. A University physician is on call in cases of emergency that occur outside office hours.

3. No University student is eligible for the services outlined at the expense of this fund unless he presents a card from the Director of the Health Service, designating and approving the type of service to be rendered, and then only to the amount specified.

4. In cases where the Director of the Health Service approves hospitalization, not more than \$2.75 will be paid per day for not more than seven days per semester. (Not cumulative)

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The Director of the Health Service has the privilege of approving bills for laboratory, X ray, or electro-cardiogram, provided the fees have been agreed upon before the rendering of such service.

7. The cost of medicines and/or dressings not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases, where the approval of a University physician can not be obtained in advance, the case may be taken to the hospital as an emergency case, following the notification of some administrative officer of the University, such as the Dean of Women, Dean of Men, Dean of the University, or President, but no compensation will be allowed unless approved by the Director of the Health Service.

9. No chronic cases or ailments developed prior to the patient's connection with Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees, those of special nurses, operating- and emergency-room fees, and casts are paid by the student.

The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

TIME LIMITATION

The maximum time limit for the completion of work for the degree of Master of Science in Education is five years beginning with the date of matriculation at Illinois State Normal University.

RESIDENCE REQUIREMENT

One academic year (32 semester hours) or the equivalent in summer sessions is the minimum residence requirement. On approval of his Committee on Admissions, a student holding a Bachelor's degree from Illinois State Normal University may present a maximum of 8 semester hours of residence credit

from another college or university. Such credits may not, however, be earned by extension or correspondence. Students contemplating such work are advised to have courses approved before taking them in order to insure satisfactory transfer of credits.

PART-TIME LOAD

Not more than 6 semester hours per semester may be taken by students holding full-time positions. This maximum is not recommended for effective work.

MARKING SYSTEM

The marks to be given in graduate courses are A, B, C, for passing work, F for failure, I for incomplete, and WX, WP, or WF for withdrawal with official permission.

An F will be given to students who withdraw from a course at any time without official permission.

An I will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the term or semester. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the I is circled and the permanent grade and semester hours are added when the record is cleared.

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. WX is given if the student withdraws before the quality of work can be determined. WP is given if the student is passing at the time of withdrawal, and WF, if failing.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided the library slug is returned. This should be done immediately or the student will receive an unofficial withdrawal with the grade of F in all courses.

SCHOLARSHIP REQUIREMENT

Credits earned in the major field must have marks of B or higher if such marks are to apply toward a Master's degree, except that if all 32 semester hours are taken in Education and Psychology, 3 hours of C may apply toward graduation.

An average of B must be earned in all graduate courses taken.

Not more than 3 semester hours of credit with a mark of C may be applied toward the Master's degree.

TESTS AND EXAMINATIONS

All students taking graduate courses must satisfactorily complete any tests required by the Graduate Council.

All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered three times yearly. Graduate students will be notified when the examination is to be given.

Each candidate for the Master's degree must pass an examination (oral or written, or both) covering the graduate work offered in support of his candidacy. The time, place, and nature of the examination shall be determined by his Advisory Committee.

THESIS OR RESEARCH PROJECT

Each student will be required to write a thesis or report on a research project under the direction of his Advisory Committee. This thesis or report must give evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present the results of the foregoing procedures in a creditable manner that will meet recognized standards for such writing. It is understood that the interpretation of this requirement shall be such that it may mean types of projects showing creative ability. Two copies of the thesis or research project must be deposited in the University Library at least ten days before the student expects to take his final examination for the degree. A descriptive note of not more than 30 words and an abstract of not more than 300 words must be approved by the Advisory Committee and must accompany the thesis when it is filed in the Library.

STUDENT TEACHING AND INTERNSHIP

The Advisory Committee for each student will recommend the type of practical school experience, if any, that will be most helpful to him.

DEGREE

The degree to be conferred upon the satisfactory completion of all requirements of the fifth or graduate year shall be that of Master of Science in Education.

BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director of the Training Schools is the administrative head of this service and cooperates with the Directors of Divisions in organizing and directing the work of the Bureau of Appointments. An appointment secretary works full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elementary, high-

school, and junior-college teachers, elementary supervisors, critic teachers, and teachers of exceptional children. Students who have made commendable records in their chosen fields and in the training schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with Master's degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All Illinois State Normal University graduates who desire to secure professional and financial advancement should each year bring their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

For the past few years, practically every graduate of the University who wished to teach was able to secure a teaching position. This year the Bureau of Appointments will not have enough registrants to meet the demand. With the increased emphasis on public education, it is reasonable to believe that a shortage of well-qualified teachers will exist for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and of all school administrators in need of teachers.

CURRICULA

Students specializing in teaching fields choose one of the three following curricula in which they must complete the professional requirements. They may, however, elect professional courses in other curricula. Teaching fields in which specialization is possible are as follows: Art, Biological Science, Business Education, English, Geography, Health and Physical Education for Women, Industrial Arts, Latin, Mathematics, Music, Physical Science (Chemistry), and Social Science. At this time, graduate courses in French and Spanish are being offered during summer sessions only.

Elementary School Teachers (Specialized): Students who wish to specialize in one of the teaching-field departments in which such concentration is possible will take a minimum of 12 semester hours in Education and Psychology including Introduction to Research 401, Seminar in Curriculum Construction 412, at least one course in elementary education or psychology, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Secondary School Teachers: Students choosing this curriculum will take a minimum of 12 semester hours in Education and Psychology including Guidance 327, Introduction to Research 401, Seminar in Curriculum Construction 412, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Junior College Teachers: Students choosing this curriculum will take a minimum of 12 semester hours in Education and Psychology including Introduction to Research 401, Seminar in Curriculum Construction 412, The Junior College 464, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Elementary School Teachers (General): Students who wish to take work in different subject-matter courses will take a minimum of 12 semester hours in Education and Psychology including Individualization of Instruction 312, Introduction to Research 401, Seminar in Curriculum Construction 412, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

Guidance and Personnel: Guidance 327, Introduction to Research 401, Educational Statistics 403, Advanced Educational Psychology 301, Counseling and Psychotherapy 411, Individual Mental Testing 425, Psychological Clinic 432 and 433, Thesis or Research Project in Education or Psychology 499, and electives in professional or subject-matter courses to make a total of 32 semester hours.

*Special Education:

Maladjusted: Introduction to Research 401, Counseling and Psychotherapy 411, Individual Mental Testing 425 and 426, Psychological Clinic 432 and 433, Child Welfare Services 363, Thesis or Research Project in Education or Psychology 499, and electives in professional or subject-matter courses to make a total of 32 semester hours.

* The completion of an area in Special Education qualifies the student for the Limited State Certificate for Teachers of Exceptional Children.

Mentally Retarded: Child Psychology 321, Introduction to Research 401, Individual Mental Testing 425 and 426, Child Welfare Services 363, Thesis or Research Project in Education or Psychology 499, and electives in professional or subject-matter courses to make a total of 32 semester hours.

Physically Handicapped: The Sensory Organs 405, a minimum of 12 semester hours in Education and Psychology including Child Psychology 321, Introduction to Research 401, Thesis or Research Project in Education or Psychology 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

***Superintendents of Schools:** A minimum of 20 semester hours in Education and Psychology including Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420,

Elementary School Principals: A minimum of 20 semester hours in Education and Psychology including Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420, School Administration 431, School Finance 434, School Buildings 435, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

Secondary School Principals: A minimum of 20 semester hours in Education and Psychology including Guidance 327, Introduction to Research 401, Seminar in Curriculum Construction 412, Improvement of Instruction 420, School Administration 431, School Finance 434, School Buildings 435, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

Supervisors of Instruction: A minimum of 20 semester hours in Education and Psychology including Individualization of Instruction 312, Introduction to Research 401, Seminar in Curriculum Construction 412, All-School Activities 415, Evaluation Techniques 418, Improvement of Instruction 420, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

Supervisors of Student Teaching in the Elementary Schools: Individualization of Instruction 312, Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420, Laboratory School Administration 441, Laboratory School Experience 442, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

Supervisors of Student Teaching in the Secondary Schools: A minimum of 20 semester hours in Education and Psychology including Guidance 327, Introduction to Research 401, Seminar in Curriculum Construction 412, Improvement of Instruction 420, Laboratory School Administration 441, Laboratory School Experience 442, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

* This curriculum will be of interest to superintendents of Unit Districts. School Administration 431, School Finance 434, School Buildings 435, Thesis or Research Project in Education 499, and additional electives in professional or subject-matter courses to make a total of 32 semester hours.

COURSES OF INSTRUCTION

For credit purposes, each course is assigned semester hour value, each semester hour representing the equivalent of one class period of lecture or recitation or two periods of laboratory work per week for one semester.

The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course,—I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

Credits earned during the summer sessions are recorded with S preceding the course numbers.

Course offerings are listed alphabetically by departments. It is not possible to offer all courses each year.

ART

301. Current Practices in Art Education—I (2) or II (2)

The development of a philosophy of art education. Basic readings in the field of art education, including city and state courses of study. For elementary teachers.

315. Art History in the Public School—I (2) or II (2)

Correlation of art history with social-studies units. Appropriate periods and areas of art history for study at the elementary- and secondary-school levels. The source and organization of illustrative materials for effective teaching of art history in the public school.

351. Techniques of Painting—I (3)

Advanced work in oil, water color, gouache, egg tempera, or encaustic. Survey of readings in the field of painting techniques. Prerequisite: Advanced Oil Painting 236.

352. Advanced Painting—II (3)

Emphasis upon performance in a particular painting medium, culminating in exhibition or examination before faculty committee. Prerequisite: Advanced Oil Painting 236.

371. Advanced Craft Techniques—I (3)

Independent research and experimental work in a craft or crafts of the student's choice with the approval of the instructor. Survey of readings in the field of the particular craft or crafts chosen.

372. Advanced Craft Techniques—II (3)

Emphasis upon performance in a particular craft, culminating in exhibition or examination before faculty committee.

401. Experimental Studies in Art Education—I (2) or II (2)

Problems in the instruction of art education from the point of view of research and experimentation. Development of new instructional methods and materials, and means of testing their validity. Supervision and administration of art education from kindergarten through the secondary school. Recent research in art education and related areas.

411. Special Projects—I (2 to 4) or II (2 to 4)

A special project or problem in art education, chosen by the student for investigation which will involve study in the improvement of instruction in a particular situation.

417. The Art of Greece and Rome—I (3)

General conditions governing artistic productivity. Bibliography and source material, including archeological investigations. Chronological survey of resulting arts: architecture, sculpture, painting, and the minor arts.

419. Renaissance Art—I (3)

General influences determining the art product in Italy, Germany, Holland, England, and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.

421. Contemporary Painting—I (3)

Backgrounds for twentieth-century painting. Study of the major movements in modern painting: Impressionism, Post-Impressionism, Dada, Surrealism, social consciousness, and regionalism in painting. Painting today and tomorrow.

422. Contemporary Architecture—II (2)

Backgrounds for twentieth-century architecture. New materials and techniques. The European group: Oud, Le Corbusier, Gropius, and van der Rohe. The Americans: Richardson, Sullivan, and Wright. The International Style. The American home today and tomorrow.

482. Psychology of Art Activity—II (2)

The creative experience. Effects of the creative experience on the individual in terms of emotional release, physical coordination, intellectual organization, and social adjustment. Significance of the art product in personal development and community life.

498. Seminar in Art—I (2) or II (2)

Critical investigation of books and materials of value to the teacher of art. Independent study and research which may culminate in a thesis or research project in Art 499.

499. Thesis or Research Project—I (2 to 4) or II (2 to 4)

Individual study of a specific research problem in the field of art education. The project may result in a paper describing the research undertaken or a creative project in art accompanied by a detailed description of processes and methods employed.

BIOLOGICAL SCIENCE

300 and 301. Current Readings in Biological Science—I (1) and II (1)

Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

303. Teaching of Science in the Elementary Schools—I (3) or II (3)

Designed to acquaint the teacher with present-day developments in science in relation to elementary-school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels.

311. School and Community Sanitation—II (3)

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

312. Administration of School Health—I (3)

The administration and organization of school health education, presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

405. The Sensory Organs—II (3)

The anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing, and sight saving.

421, 422, 423, and 424. Biological Resources—I (2, 2, 2, and 2)

The biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement, and in the economic life of the local community. Individual problems are considered in the areas of (a) plant physiology, (b) entomology, (c) plant pathology, and (d) genetics.

Students may select from one to four of the areas to be studied in their relation to biological resources and will receive two semester hours of credit for each area covered. The areas will be designated as 421, 422, 423, and 424.

428. Biological Resources—II (5)

The location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

450 and 451. Human Anatomy and Physiology—I (3) and II (3)

A biological basis for those who need an understanding of the human body in the various professionalized educational fields. The laboratory work is based directly upon the human body.

452. Human Development and Behavior—Its Biological Basis—I (3)

Studies in endocrinology and neurology planned to meet the needs of students in Education and Psychology, Health Education, and Special Education. The laboratory procedures are based upon anatomical materials from the human as well as animal body and include work in animal experimentation.

491. Thesis or Research Project—I (2 to 4) or II (2 to 4)

A thesis or research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

BUSINESS EDUCATION

310. Consumer Business Problems—I (2)

The application of business knowledge to the solution of practical problems of the consumer. Emphasis on improved living standards through better management of personal finances.

331. Cost Accounting—I (3)

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. Prerequisite: Twelve semester hours of accounting.

400. Seminar in Business Education—I (2)

Consideration of the business education problems of greatest concern to the group and to the individual student by means of conferences and informal discussion.

402. Administration and Supervision of Business Education—II (2)

Fundamental concepts and techniques needed by administrators, supervisors, department heads, and teachers of business education in planning and carrying out realistic programs of business education in junior and senior high schools and junior colleges.

404. Occupational Guidance in Business Education—II (2)

Methods by which a secondary-school teacher may assist students in getting the type of training adapted to their interests, abilities, and aptitudes as an aid to their making satisfactory adjustments in business occupations.

430. Improvement of Instruction in Bookkeeping and General Business Subjects—II (3)

The bookkeeping subjects will consist of first- and second-year bookkeeping, personal record keeping, general clerical practice, and clerical office practice. The general business subjects will consist primarily of general business training, business law, business arithmetic, commercial geography, and consumer education. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and, occasionally, from the ideas of visiting lecturers and demonstrators. Prerequisite: Teaching experience or student teaching.

440. Improvement of Instruction in Secretarial Subjects—I (3)

The secondary-school subjects to be included are vocational typewriting, personal typewriting, shorthand, transcription, business English, and secretarial office practice. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and, occasionally, from the ideas of visiting lecturers and demonstrators. Prerequisite: Teaching experience or student teaching.

450. Improvement of Instruction in Distributive Education—I (3)

Organization, administration, and supervision of federally-aided programs of distributive education, with emphasis on the cooperative, part-time programs. Methods, materials, and equipment in teaching salesmanship, retailing, and other courses of training for distributive occupations.

499. Thesis or Research Project—I (2 to 4) or II (2 to 4)

Independent study culminating in a thesis or a carefully written report on a research project.

EDUCATION AND PSYCHOLOGY

Education

305 and 306. Readings in Educational and Psychological Research—I (1) and II (1)

Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in all phases of education and psychology from the nursery school through the junior college.

312. Individualization of Instruction—I (3)

Methods of making practical adaptations in the school program to aid the physical, emotional, and educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. Prerequisite: Child Growth and Development 108 or Educational Psychology 115.

327. Guidance—I (2)

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

360. History of Education—II (3)

Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

401. Introduction to Research—I (3) or II (3)

Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

403. Educational Statistics—I (3)

Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. Prerequisite: Introduction to Research 401 or concurrent registration.

412. Seminar in Curriculum Construction—I (3) or II (3)

Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the junior college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

415. All-School Activities—II (2)

Organization of life of the elementary school in ways that give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school council, use of radio, and recreational program. School participation in suitable community projects.

417. Organization and Administration of Extraclass Activities—II (2)

Functions, underlying principles, and cautions to be observed in the organization and administration of extraclass activities in the secondary school.

418. Evaluation Techniques—II (2)

Development of basic principles underlying programs of evaluation in the elementary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

420. Improvement of Instruction—I (2) or II (2)

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

431. School Administration—I (3) or II (3)

Selection, retention, and improvement of teachers. Curricula, records, school law, interpreting the school to the public, and other problems taken from the necessary experiences of public-school administrators.

434. School Finance—II (2)

Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of local school finance.

435. School Buildings—I (2)

School sites, buildings, and equipment, with emphasis on planning of building programs. Includes visitation of buildings.

441. Laboratory-School Administration—I (2)

Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination between theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. Prerequisite: Teaching experience.

442. Laboratory-School Experience—I (2) or II (2)

Experience in laboratory schools in helping to supervise student teachers, observing and participating in laboratory-school activities, assisting with curriculum building, conferring with student teachers, and applying principles and theories developed in other courses. Prerequisite: Laboratory-School Administration 441 and Supervision of Student Teachers 444 or concurrent registration.

444. Supervision of Student Teachers—II (2)

For experienced teachers preparing to do critic teacher work in laboratory schools. The course will deal with the responsibilities of the supervisor of student teachers, objectives and principles of a student-teaching program, principles and methods of supervising student teachers, methods of conducting conferences with student teachers, and the evaluation of the growth and development of the student teacher and the student-teaching program. Students taking the course will work in the laboratory schools of the University.

450. Administration of Special Education—I (2)

Methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, cooperating agencies, and public relations in the education of exceptional children.

452. Instructional Procedures for Maladjusted Pupils—II (3)

Organizing and administering laboratory procedures for maladjusted pupils educationally retarded. Emphasis on reading abilities. Selection and use of learning materials. Research pertaining to personality factors as related to school success. Supervised laboratory work with children. Prerequisite: Laboratory Reading Methods 205, and Child Growth and Development 108 or Child Psychology 321 or concurrent registration.

464. The Junior College—I (3)

History and development, functions, curricula, instruction, and personnel problems of the junior college. The junior college is studied in relation to other units of the educational system.

495. Internship—I (2 to 4) or II (2 to 4)

Planning and directing assigned activities in a teaching, supervisory, clinical, laboratory, or administrative situation.

499. Thesis or Research Project—I (2 or 3) or II (2 or 3)

Independent study culminating in a thesis or a carefully written report on a research project.

Psychology

301. Advanced Educational Psychology—I (3)

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. Prerequisite: Educational Psychology 115.

311. Psychology of the Mental Deviate—II (3)

Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. Prerequisite: Functional Anatomy 145, and Educational Psychology 115 or Child Growth and Development 108.

321. Child Psychology—I (3) or II (3)

Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

322. Learning—II (3)

Experimental data bearing on the problem of human learning; modern theories of learning; an attempt to integrate these theories in a consistent viewpoint of value to the teacher.

411. Counseling and Psychotherapy—I (3)

Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. Prerequisite: Individual Mental Testing 425 or 426.

425. Individual Mental Testing—I (2)

Training in individual mental testing with emphasis on the Revised Stanford-Binet Scale. Some attention is given to other similar tests. Prerequisite: Mental Hygiene 234.

426. Individual Mental Testing—II (2)

Training in individual mental testing with emphasis on performance tests. Prerequisite: Mental Hygiene 234.

432 and 433. Psychological Clinic—I (2) and II (2)

Actual clinical practice in the Psychological Counseling Service. Gives students training in individual psychological diagnosis. Two double periods per week. Prerequisite: Counseling and Psychotherapy 411.

441 and 442. Seminar—I (1) and II (1)

Critical evaluation of current research in psychology relevant to teaching and learning. Prerequisite: Advanced Educational Psychology 301.

499. Thesis or Research Project—I (2 or 3) or II (2 or 3)

Independent study culminating in a thesis or a carefully written report on a research project.

ENGLISH

401. Development of the English Language—I (3)

Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

402. Literary Criticism—II (2)

A survey of critical and esthetic theory designed to aid the prospective teacher in evaluating ancient and modern literature, in broadening and refining literary taste, and in conveying to the students a knowledge of the purposes of literature.

411. Chaucer—II (2)

The life of Chaucer as revealed through his active participation in the practical affairs of his time. Careful reading of *The Canterbury Tales*, with attention to the special problems involved in teaching Chaucer effectively in the high school.

416. Milton and His Contemporaries—II (3)

The chief prose and poetry of Milton. Parallel reading from contemporary writers.

418. Elizabethan Non-Dramatic Literature—II (2)

The chief prose and poetry of the period, emphasizing their influence on the forms of literature now studied in the high school.

419. Shakespeare—I (3)

An approach to Shakespeare through sources, textual problems, criticism, and modern scholarship. Particular stress on the plays usually read in high school.

421. Eighteenth-Century English Literature—I (2)

Emphasis on the works of Dryden, Pope, Swift, Johnson, and Goldsmith. Attention to the development of present-day social and political ideas as portrayed in the writings of the eighteenth century.

425. Nineteenth-Century English Prose—II (2)

The chief prose writers of the century and their contribution to the thought of the present time.

426. Nineteenth-Century English Poetry—I (3)

The major literary movements and representative poets of nineteenth-century England.

430. Nineteenth-Century American Literature—I (2)

Concentration upon the great literary figures of the middle of the century, especially those usually taught in high school—Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

431. **Twentieth-Century American Literature—II (2)**

Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.

434. **Literature of the Midwest—II (2)**

Designed to acquaint teachers with the chief writers of the midwest area.

441. **World Literature—I (3)**

Readings in foreign literature in translation, selected to meet the needs of the student.

448. **Problems in the Teaching of English—I (2)**

A critical examination of current practice and research in the teaching of language, literature, and composition in the high school. Designed to aid the teacher in meeting individual problems.

450. **Seminar—I (2)**

A study of problems peculiar to literary history, English language, and the teaching of English.

451. **Thesis—I (3) or II (3)**

Independent study culminating in a thesis.

FRENCH

401. **Moliere—Summer only (3)**

The major comedies of Moliere, together with some of the farces and comedies-ballets.

403. **Readings in Contemporary French Literature—Summer only (3)**

Trends in contemporary prose, with readings from the novel and the drama.

GEOGRAPHY

301. **Climates of the Continents—II (2)**

Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates and climatic classifications.

303. **Techniques of Field Work— I (3)**

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of time spent in the field doing original study and mapping.

305. **Industrial Geography—II (3)**

American industries and their distribution as related to their natural environmental settings. American industries in world patterns.

306. **Political Geography—II (3)**

Geography as a factor in the differentiation of political phenomena over the earth. The modern state in relation to the elements of the natural environment. The interrelationships of nations in their geographical setting. Europe as the developing center of political ideologies that have spread throughout the world.

307. Geography of Latin America—II (3)

Intensive study of some of the major geographic problems of Latin America. Prerequisite: Geography of Middle America 211 or Geography of South America 215.

320. Resources of the Continents—I (3) or II (3)

A survey of resource patterns of the continents. Detailed study of the continent of the student's choice. Much individual work. For elementary teachers.

401. Pro-Seminar—I (3)

The philosophy of geography that distinguishes it from the other social sciences on the one hand and from the related earth sciences on the other. The study of what constitutes good geographic writing. Training in research and methods and practices in writing.

403. Geomorphology of North America—I (3)

Physiographic regions of North America. Emphasis placed upon the development of surface features of each area as a background for present geographic patterns of that region. One two-day field trip required.

405. Geography in Education—I (3) or II (3)

Historical development of the science and teaching of geography. Modern geography and its contribution to general education. Evaluation of current teaching materials.

406. Urban Geography—II (3)

Importance of urban agglomerations and the problems presented by them. A field study of a typical urban center such as Bloomington-Normal, and type studies of great urban centers in the United States and the world. Attention to the cultural pattern imposed upon the natural landscape features.

409. Cartography and Graphics—I (3)

Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.

411. Geography of Asia and the Pacific Realm—II (3)

Intensive study of some geographic problem of Asia or the Pacific. Prerequisite: Geography of the Pacific Islands 209 or Geography of Asia 220.

412. Problems in Conservation—I (3) or II (3)

An investigation of one or more problems relating to conservation. Prerequisite: Conservation of Natural Resources 219.

424. Thesis—I (2 to 4) or II (2 to 4)

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

HEALTH AND PHYSICAL EDUCATION FOR WOMEN

301. Evaluation Techniques in Physical Education—I (3)

Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project.

304. Seminar in Sports—I (2)

Teaching methods, officiating, organization, safety precautions, and selection and care of equipment for selected sports.

308. Teaching of Rhythmic Activities—I (2)

Evaluation of dance methods; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance in actual school situations.

309. Studies in Dance—II (2)

Progressive experiences in individual and group composition; study of problems in planning and direction of dance recitals and demonstrations; organization and supervision of dance clubs and extracurricular dance activities; theory of dance; studies in design and rhythm.

320. Organization and Administration of Recreation—I (3)

Factors concerning the organization and administration of a recreation program; course designed to meet the needs of the administrators of town, community, or school recreational programs.

322. Workshop in Recreation and Camping—II (3)

Preparation of materials for use in recreation and camping situations; sources for obtaining materials and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

324. Camping Administration—I (2)

Course for training directors of organizational and private camps, spending as much time as possible in camp situations.

340. Problems in Health, Physical Education, and Recreation—I (2)

Consideration of current problems in these fields as they affect the teacher of physical education; guidance in individual and group solution of selected professional problems.

400. Seminar in Health, Physical Education, and Recreation—II (2)

Reports and evaluation of selected research studies, proposed problems, and theses plans; review of recent writings; practice in professional discussions and in committee projects.

402. Foundations of Modern Physical Education—I (3)

The functions of modern physical education and the underlying factors which influence it.

404. Applied Physiology—I (2)

The application of human physiology to the teaching of physical education; the effects of exercise on the heart, lungs, circulation, and respiration; discussion of current studies pertinent to tests of physical efficiency.

406. Mechanical Analysis of Sports—II (2)

Principles of physics applied to body movement; analysis of body positions and modes of locomotion; muscular and mechanical analysis of selected sports skills.

408. Advanced Corrective Procedures—II (2)

Recognition of postural deviations and muscle weaknesses by isolating muscle action in selected testing positions; laboratory practice in postural examination and correction.

412. Supervision of Physical Education—I (2) or II (2)

Practice in the techniques of supervision of physical education in elementary and secondary schools; in-service training of the classroom and physical education teacher; relationships with teachers, administrators, and community.

499. Thesis or Research Project—I (2 to 4) or II (2 to 4)

Independent study culminating in a thesis or a carefully written report on a research project.

INDUSTRIAL ARTS

300. **Contemporary Industrial Arts Education—I (2)**
Prominent leaders and analysis of trends in industrial arts education.
310. **Industrial Arts in the Elementary School—II (2)**
Educational principles underlying industrial arts and their application in the elementary activity program.
332. **Materials and Methods of Teaching Safety—II (2)**
Materials and safety measures appropriate for schools, recreation, and traffic.
400. **Foundations of Industrial Education—I (3)**
Underlying movements and philosophies which have influenced the development of industrial education.
402. **Evaluation Techniques in Industrial Education—II (3)**
Historical background of measurement in industrial education; examination of objectives and methods; evaluation of student abilities and growth; evaluation of housing and equipment.
403. **Seminar in Industrial Arts—I (2)**
Critical evaluation of research studies, problems, and thesis plans.
411. **Occupational and Job Analysis—II (2)**
Techniques and procedures of analyzing industrial occupations and jobs into their basic elements for instructional purposes.
431. **Organization and Administration of Industrial Education—I (3)**
Consideration of the difficulties confronting the teacher and administrator and the methods for their solution.
499. **Thesis or Research Project—I (2 to 4) or II (2 to 4)**
Independent study culminating in a thesis or a carefully written report on a research project.

LATIN

301. **History of Latin Literature—I (2) or II (2)**
The development of Latin literature from its beginning to the close of the Republic. Translation of representative selections from the writers of this period.
302. **History of Latin Literature—I (2) or II (2)**
Special attention to the works of writers of the Empire period.
401. **Suetonius' Lives of the Caesars—I (3) or II (3)**
Translation of the biographies of some of the most important of the Caesars and a study of the place of the Caesars in history. Designed to give the teacher of Latin a good historical background.
406. **The Elegiac Poets—I (3) or II (3)**
Readings from the Roman elegiac poets; the influence of these poets upon English and American literature.
410. **Advanced Latin Prose Composition—I (2) or II (2)**
The application of the major principles of Latin grammar and syntax in writing connected discourse based on different Latin authors as a means of developing facility in the use of Latin forms and constructions.

415. Vergil's Georgics and Eclogues—I (2) or II (2)

Reading of the Georgics and Eclogues of Vergil; the style of Latin pastoral and didactic poetry.

421. History of the Latin Language—I (2) or II (2)

The development of the Latin language with attention directed to the grammatical forms and syntactical usage in selected writings of the early, classical, and post-classical authors. Some treatment of the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of Latin elements in English.

424. Problems in the Teaching of Latin—I (2) or II (2)

The aims, subject matter, and methods of the teaching of Latin in the light of new emphases in the high-school curriculum. Critical examination of current high-school texts, preparation of syllabi and tests, and a study of audio-visual materials available for Latin classes.

499. Thesis or Research Project—I (1 or 2) or II (1 or 2)

Independent study culminating in a thesis or a carefully written report on a research project.

MATHEMATICS

314. Theory of Equations—I (2)

Special methods of solving higher equations, symmetric functions, and factorization theorems. Prerequisite: Integral Calculus 116.

320. History of Mathematics—I (2)

The history of modern mathematics and recent developments. Prerequisite: Integral Calculus 116.

340. Linear Differential Equations—I (2)

Methods of solutions of linear differential equations of first and second orders. Prerequisite: Integral Calculus 116.

401. Special Problems in the Teaching of Arithmetic—I (2)

Dealing with studies and experimentation in methodology. Prerequisite: Foundations in Arithmetic 201.

412. Projective Geometry—II (2)

The theory of descriptive geometry and elementary projective geometry. Prerequisite: College Geometry 211.

421. Special Problems in the Teaching of High-School Algebra—I (2)

Experimentation in the teaching of high-school algebra.

422. Special Problems in the Teaching of High-School Geometry—II (2)

Experimentation in the teaching of high-school geometry.

430. Mathematics of Finance—I (2)

Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. Prerequisite: College Algebra 114.

440. Applied Differential Equations—II (2)

The application of differential equations in applied science as recommended by the American Mathematical Association. Prerequisite: Integral Calculus 116.

450. **Mathematics of Statistics—II (2)**

The development of the mathematics of statistics; introduction to the theory of probability; curve fitting; frequency curves; distribution; measures of dispersion; the theory of correlation. Prerequisite: Integral calculus 116.

499. **Thesis or Research Project—I (2 to 4) or II (2 to 4)**

A thesis or research project dealing with a specific problem in the teaching of mathematics.

MUSIC

301. **Form and Analysis in Music—I (2)**

The structure of much classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

302. **Form and Analysis in Music—II (2)**

A continuation of Music 301, with emphasis on harmonic structure.

313. **Choral Techniques—I (2)**

Laboratory in conducting for directors of experience with emphasis on the clinical aspects of the chorus rehearsal, contemporary choral practices, motivation, repertoire and source material, interpretation, and program building. Participation in the Summer Session Chorus or University Choir is required. Prerequisite: Two courses in conducting or practical experience.

324. **Contemporary Practices in Music Education—I (3) or II (3)**

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experience and materials for effective learning, techniques of evaluation in music education, supervision and administration of music education from kindergarten through junior college, and music education in the community.

325. **Music Education in the Elementary School—I (3) or II (3)**

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experiences and materials for effective learning, techniques of evaluation in music education, and music education in the community. Designed for classroom teachers and principals of elementary schools.

326. **Applied Music—I (2) or II (2)**

Master classes in performance. Intensive study in certain media of performance, culminating in public recital or examination before faculty committee.

336. **Conducting—II (2)**

For directors of experience. Emphasizes critical examination of scores with reference to tempo, phrasing, nuance, balance, timbre, and the baton techniques involved.

351. **The Opera—I (2)**

A survey of operatic literature.

356. **Instrumental Techniques—I (3) or II (3)**

Problems and procedures in developing instrumental classes and organizations.

360. **Psychology of Music Education—I (3) or II (3)**

An investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.

361. Tests and Measurements in Music—II (3)

The bases upon which aptitude and achievement in music have been and might be measured.

400. Seminar in Music Education—I (2) or II (2)

Individual and group study of problems arising in the field of music education.

405. Special Projects in Music—I (2) or II (2)

A special project or investigative problem in music education. Extensive study of the project for use in the field.

410. Experimental Studies in Music Education—I (3) or II (3)

The application of contemporary theories of learning to music education, a survey of research in music education, and a survey of research in related areas and the application of the findings to learning in music education. A project concerned with music learning is required.

465. Audio-Visual Aids in Music Education—I (2)

The practical considerations necessary for the operation and use in the classroom of audio-visual aids to music learning.

499. Thesis or Research Project—I (2 to 4) or II (2 to 4)

Individual investigation of a specific problem in the field of music education. This project may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area within the field.

PHYSICAL SCIENCE (Chemistry)

312. Organic Analysis—I (3)

A course in the identification of organic compounds. Prerequisite: Organic Chemistry 212.

321. Physical Chemistry—I (5)

First of a series in theoretical chemistry dealing with the properties of gases, liquids, solids, solutions, elementary thermodynamics, and colloids. Prerequisite: General Physics 151, Quantitative Analysis 204, and Integral Calculus 116.

324. Physical Chemistry—II (5)

A continuation of Physical Science 321, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic equilibrium, hydrolysis, polarization, photo-chemistry, radioactivity, atomic structure, and quantum theory. Prerequisite: Physical Chemistry 321.

341. Advanced Inorganic Chemistry—II (3)

An interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. Prerequisite: Quantitative Analysis 204.

401. History and Literature of Chemistry—I (2)

A course dealing with the early development of chemistry and proceeding down to the present time. The literature of chemistry through the various periods as well as the most efficient methods of using chemical literature will be discussed.

411 and 412. Seminar in Chemistry—I (1) and II (1)

A survey of the current work in chemistry both in pure research and in the application of the newer theories of chemistry to the teaching of chemistry on the secondary level.

499. Thesis or Research Project—I (2 to 4) or II (2 to 4)

Each student will select a problem for intensive investigation.

SOCIAL SCIENCE

315. Public Finance—I (3)

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

320. European Background of American History—II (3)

The European origins of American arts and institutions based on an analysis of the American scene and the tracing of European influences to the sources.

321. Imperial England—I (2)

International significance of the British Empire, distinctions between colonies and dominions, suzerainties and protectorates, with particular attention to recent policies and trends.

322. The Middle East in the Twentieth Century—II (2)

The struggle for power in the Arab states; the significance of their natural resources in world economy from the era of mandated territories through the struggle over Palestine.

323. The Balkans—I (2)

History of this strategic area in the late nineteenth and early twentieth centuries. Topics selected to demonstrate the development and interplay of nationalism, imperialism, and power politics.

331. Lincoln: the Man and His Times—I (2)

Emphasis on the use of biography and collections of Lincoln materials both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

333. History of the Mississippi Valley—I (3)

A study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

334. Foreign Relations Since 1898—II (3)

American diplomacy in the Far East, Latin America, and Europe; conflicting ideologies and interests; alignments and objectives from the Spanish-American War to World War II.

357. Comparative Government—I (2)

Designed to broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

358. Public Opinion and Propaganda—II (3)

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

361. Cultural Anthropology—I (2)

An examination of the family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

363. Child Welfare Services—Summer only (3)

Examination of the policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements. Designed for students in Special Education and others interested in society's responsibility to children.

368. Regionalism in the United States—II (2)

The cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama. An examination of the population, institutions, folkways, and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

410. Social Control of Business—II (3)

The development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

412. Advanced Economic Theory—II (3)

An intense and critical examination of the economic theory underlying the operation of a system of free enterprise.

419. Research Problems in Local History—I (3)

For advanced students who are interested in an intensive study of a problem connected with the political, cultural, and social development of Illinois.

436. Makers of American History—II (2)

The interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

439. Cultural History of the United States—I (3)

American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

455. Political Thought—I (3)

Contemporary political thought with emphasis on the development of American political ideas. Designed to give the student a solid foundation in democratic ideology. Background information drawn from the history of European political theory.

456. Constitution of the United States—II (3)

The Constitution of the United States and its amendments. Structure and fundamentals of American government, significant constitutional principles and trends. Designed to give the prospective teacher the knowledge necessary to teach and vitalize courses in civics and citizenship.

466. Social Theory—II (2)

Social theorists and their theories—Comte, Cooley, Durkheim, Giddings, Gumplowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, Thomas, and Ward—will be related to and integrated with educational policies.

469. Educational Sociology—I (2)

Examination of the social implications of the curriculum and the way in which it is derived. Consideration given to the diffusion of culture, the culture lag, social control, and social processes. Selection of curricular materials which are objective, functional, institutional, and descriptive.

491 and 492. Seminar and Thesis or Research Project—I (2) and II (2)

Independent study and research culminating in a thesis or research project.

SPANISH

301. Spanish-American Literature—Summer only (3)

The history of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools.

401. Don Quixote—Summer only (3)

Reading of the Quixote with special attention to problems of interpretation and literary criticism.

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SUMMER SESSION 1950



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June 24 - July 14

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UNIVERSITY CALENDAR

1950

Summer Sessions

- Monday-Friday, June 12-16—Conservation Clinic—Registration, Monday, June 12, 8:00 a.m.
- Monday-Wednesday, June 12-14—Bishop Clothing Workshop.
- Tuesday-Thursday, June 13-15—Athletic Coaching School.
- Monday, June 19—Registration for Eight-weeks Session and University High School.
- Tuesday, June 20—Classwork begins in University, University High School, and Metcalf Elementary School.
- Saturday, June 24—Registration for Three-weeks Session, 8:00-12:00 a.m.
- Tuesday, July 4—Independence Day Holiday.
- Friday, July 14—Three-weeks Session Examinations. Three-weeks Session ends.
- Monday-Friday, July 17-21—Basic Reading Clinic—Registration, Monday, July 17, 8:00 a.m.
- Tuesday-Thursday, July 18-20—Educational Conference and Exhibit.
- Monday-Friday, July 24-28—Advanced Reading Clinic, Registration, Monday, July 24, 8:00 a.m.
- Monday-Friday, July 24-28—Rural Education Clinic (Art)—Registration, Monday, July 24, 8:00 a.m.
- Sunday-Saturday, July 30-August 12—Camping for Handicapped Children.
- Monday-Friday, July 31-August 4—Rural Education Clinic (Advanced Art)—Registration, Monday, July 31, 8:00 a.m.
- Tuesday-Thursday, August 1-3—Special Education Conference.
- Monday-Friday, August 7-11—Rural Education Clinic (Physical Education for the Elementary School)—Registration, Monday, August 7, 8:00 a.m.
- Monday-Friday, August 7-11—Parent-Teacher Association Clinic—Registration, Monday, August 7, 8:00 a.m.
- Thursday and Friday, August 10-11—Eight-weeks Session Final Examinations.
- Friday, August 11—Summer Commencement, 3:00 p.m.

STATE OF ILLINOIS

ADLAI E. STEVENSON

Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE TEACHERS COLLEGE BOARD

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Under the provisions of the Civil Administration Code, Illinois State Normal University is governed by a board consisting of eleven members known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board, and the Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the Governor for terms of six years. This Board is the governing body for the four state teachers colleges of Illinois.

OFFICERS OF ADMINISTRATION

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BJARNE R. ULLSVIK, Ph.D.	Administrative Assistant to the President
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BJARNE R. ULLSVIK, B.S., M.S., Ph.D., (1945)	Administrative Assistant to the President Professor of Mathematics
ARTHUR HOFF LARSEN, B.Ed., Ph.M., Ph.D., (1935)	Dean of the University Professor of Education
ANNA LUCILE KEATON, A.B., A.M., Ph.D., (1937)	Dean of Women Associate Professor of English
ISABELLE TERRILL, A.B., Mus.B., A.M., (1949)	Assistant Dean of Women Director of Fell Hall Instructor in Music
RALPH HARLAN LINKINS, A.B., A.M., (1917)	Dean of Men Associate Professor of Biological Science
STANLEY K. NORTON, A.B., A.M., Ph.D., (1948)	Assistant Dean of Men Associate Professor of Education
FRANCIS M. WADE, B.S., M.A., (1947)	Director of Student Activities Instructor in Social Science
JOHN WESLEY CARRINGTON, B.S., A.M., Ph.D., (1933)	Director of Laboratory School Experiences Professor of Education
FLOYD TOMPKINS GOODIER, A.B., M.A., (1935)	Director of Integration Director of Veterans Services; Associate Professor of Education
ELSIE BRENNEMAN, B.Ed., M.A., (1927)	Director of Admissions Assistant Professor of Education

STAFF OF INSTRUCTION

HARRY L. ADAMS, B.Ed., M.S. in Ed., (1948) (Teacher, Joliet Township High School and Junior College)	Instructor in Geography
FRANCES M. ALEXANDER, A.B., A.M., (1945)	Instructor in the Teaching of Social Science
THEODORE BENJAMIN ALMY, A.B., A.M., (1948)	Instructor in the Teaching of English
MARY SUSAN ARNOLD, A.B., B.Ed., A.M., (1939)	Assistant Professor and Supervising Teacher in the Third Grade
WILLIAM D. ASHBROOK, B.Ed., M.S., Ph.D., (1947)	Associate Professor of Industrial Arts
G. BRADFORD BARBER, B.Ed., M.A., (1944)	Assistant Professor of Speech
GEORGE BARFORD, B.Ed., M.A., (1947)	Instructor in Art
MABEL B. BARKER, B.S. in Ed., (1949) (Physical Therapist, Chicago Public Schools)	Visiting Physical Therapist
FRANCIS B. BELSHE, B.S. in Ed., A.B., M.A., Ph.D., (1948)	Associate Professor of Education
FLORENCE B. BENELL, A.B., M.S.P.H., (1949)	Assistant Professor of Biological Science
DOUGLAS R. BEY, B.A., A.M., (1944)	Assistant Professor of Mathematics
ROGER D. BLOMGREN, B.S. in Ed., M.A., (1949)	Instructor in Industrial Arts
VIOLA BOEKLHEIDE, B.S. in Ed., M.M., (1948)	Instructor in Music
DOROTHY GARRETT BRUNK, B.Ed., M.A., (1925)	Assistant Professor of Social Science
ROSE BURGESS BUEHLER, B.Ed., A.M., Ed.D., (1930)	Associate Professor and Supervising Teacher in the First Grade
MARY ELIZABETH BUELL, Ph.B., M.A., (1926)	Assistant Professor of Home Economics
ETHEL M. BURRIS, Ph.B., A.M., (1936)	Assistant Professor of Education
WANETA S. CATEY, B.S., A.M., (1946)	Assistant Professor of Education
HELEN M. CAVANAGH, A.B., A.M., Ph.D., (1946)	Associate Professor of Social Science
HELEN CHILES, A.B., A.M., (1948)	Instructor in Latin
JOSEPH T. COGDAL, A.B., A.M., (1927)	Associate Professor of Health and Physical Education
EDWARD LE ROY COLE, A.B., A.M., Ed.D., (1931)	Associate Professor of Education
RUTH L. COLE, B.Ed., M.A., (1944)	Assistant Professor and Supervising Teacher in the Second Grade

* Note. Figures in parentheses indicate year of first employment in this University.

MARGUERITE REGINA CONNELL, B.Ed., A.M., Ed.D., (1928) Associate Professor of Foreign Languages

GEORGE CONRAD, B.S., M.A., Ed.D., (1949) Assistant Professor of Art

MARGARET COOPER, B.A., M.A., Ed.D., (1932) Professor of Education
Director of the Division of Elementary Education

MABEL PERCIE CROMPTON, B.Ed., S.M., (1924) Assistant Professor of Geography

CLARENCE LE ROY CROSS, B.S., M.S., (1925) Associate Professor of Physical Science

FRANCES L. DAMM, B.Ed., M.S. in Ed., (1948) Instructor and Supervising Teacher in the Fifth Grade

ALTA JOSEPHINE DAY, B.A., M.A., (1928) Assistant Professor of Business Education

CHARLES ERNEST DECKER, A.B., M.A., Ed.D., (1925) Professor of Education
Director of the Division of Secondary Education

WILLIAM I. DE WEES, B.S., A.M., Ed.D., (1937) Associate Professor of Education

CLAUDE M. DILLINGER, B.S., A.M., Ph.D., (1944) Associate Professor of Education

THOMAS JAY DOUGLASS, B.S., M.S., (1928) Assistant Professor of Agriculture

MARGARET M. DUNCAN, B.S. in P.E., M.S. in P.E., (1948) Assistant Professor of Health and Physical Education

ALICE L. EBEL, A.B., A.M., (1934) Assistant Professor of Social Science

DORATHY ECKELMANN, B.S. in Ed., A.M., (1945) Assistant Professor of Speech

MAGDALEN K. EICHERT, B.S. in Ed., M.A., Ph.D., (1949) Assistant Professor of Social Science

ALICE M. EIKENBERRY, B.A., M.A., (1945) Assistant Professor of the Teaching of Social Science

MARGERY ALICE ELLIS, Ph.B., A.M., (1927) Assistant Professor of Foreign Languages

RAYMOND W. ESWORTHY, B.S., M.S., Ph.D., (1949) Associate Professor of Business Education

G. HARLOWE EVANS, B.S., M.S., Ph.D., (1946) Associate Professor of Physical Science

WINIFRED H. FARLOW, B.Ed., M.A., (1945) Instructor in Education

ELINOR BERTHA FLAGG, B.S., M.S., (1925) Assistant Professor of Mathematics

THELMA GLADYS FORCE, B.S., M.A., (1932) Assistant Professor of Education

ESTHER L. FRENCH, B.S., M.A., Ph.D., (1944) Professor of Health and Physical Education
Head of the Department of Health and Physical Education for Women

BERNICE GERTRUDE FREY, B.A., A.M., Ph.D., (1930) Associate Professor of Health and Physical Education

HAROLD EUGENE FRYE, B.Ed., M.A., (1931) Assistant Professor of Health and Physical Education

WATSON W. GAILEY, M.D., (1948) Visiting Lecturer in Ophthalmology
(Gailey Eye Clinic, Bloomington, Illinois)

ARLEY FREDERICK GILLET, B.Ed., M.A., (1944) Instructor in Health and Physical Education

VICTOR E. GIMMESTAD, B.A., M.A., (1948) Assistant Professor of English

F. RUSSELL GLASENER, B.A., M.A., Ph.D., (1935) Associate Professor of Social Science

JAMES F. GOFF, B.Ed., M.S. in Ed., (1946) Instructor in Health and Physical Education

RALPH URBAN GOODING, B.S., Ph.D., (1931) Professor of Physical Science
Head of the Department of Physical Science

MIRIAM GRAY, A.A., B.S. in Ed., M.A., Ed.D., (1946) Associate Professor of Health and Physical Education

NINA E. GRAY, B.A., M.A., Ph.D., M.S.P.H., (1935) Associate Professor of Biological Science

JOHN WILLIAM GREEN, B.S., M.S., (1939) Assistant Professor of Agriculture

ESTHER M. GRIFFITH, A.B., A.M., Ph.D., (1947) Associate Professor of Physical Science

EDNA MAE GUEFFROY, B.Ed., A.M., (1929) Associate Professor of Geography

PERRY HACKETT, B.Mus., M.Mus., (1949) Instructor in Music

CHESTER M. HAMMERLUND, B.S., M.S., (1929) Assistant Professor of Industrial Arts

HOWARD J. HANCOCK, B.S., M.S., (1931) Associate Professor of Health and Physical Education
Director of Athletics

JOHN W. HANCOCK, B.S., M.S., Ph.D., (1949) Associate Professor of Psychology

CHARLES ATHIEL HARPER, B.S., M.S., (1923) Associate Professor of Social Science

CARL D. HELDT, B.S., M.P.E., (1948) Instructor in Health and Physical Education

RUTH HENLINE, A.B., B.Ed., M.A., Ph.D., (1926) Associate Professor of English

LELAND E. HESS, A.B., A.M., (1947) Assistant Professor of Social Science

HERBERT REYNOLDS HIETT, A.B., A.M., Ph.D., (1937) Professor of English
Head of the Department of English

EUGENE LEONARD HILL, B.Ed., M.A., (1929) Assistant Professor of Health and Physical Education

DOROTHY HINMAN, B.A., M.A., (1925) Assistant Professor of English

F. LINCOLN D. HOLMES, A.B., A.M., Ph.D., (1935) Professor of Speech
Director of the Division of Speech Education
Head of the Department of Speech

MAX L. HONN, A.B., M.S., (1932) Instructor in Printing

F. LOUIS HOOVER, B.S., M.A., Ed.D., (1944) Professor of Art
Director of the Division of Art Education
Head of the Department of Art

CLIFFORD EMORY HORTON, B.P.E., A.M., Ed.D., (1923) Professor of Health
and Physical Education
Director of the Division of Health and Physical Education
Head of the Department of Health and Physical Education for Men

VICTOR M. HOUSTON, B.S., A.M., Ed.D., (1936) Professor of Education

VERNA A. HOYMAN, B.A., M.A. in Ed., (1946) Instructor in English

CLYDE WHITTAKER HUDELSON, B.S., M.S., (1920) Associate Professor of Agriculture
Director of the Division of Agriculture Education
Head of the Department of Agriculture

RUTH CHARLOTTE HUGGINS, A.B., A.M., Ed.M., (1937) Assistant Professor of the
Teaching of English

CHRISTINE P. INGRAM, B.S., A.M., Ed.D., (1949) Associate Professor of Education

LESLIE M. ISTED, B.M.E., A.M., (1940) Assistant Professor of Music

MARIE JESSA, B.Ed., M.A., (1946) Assistant Professor of Business Education

MILFORD C. JOCHUMS, A.B., A.M., Ph.D., (1948) Associate Professor of English

BLOSSOM JOHNSON, B.S., M.A., (1945) Instructor in Home Economics

MARGARET JORGENSEN, A.B., M.A., (1949) Instructor in Education and Psychology

JOHN A. KINNEMAN, A.B., A.M., Ph.D., (1927) Professor of Social Science

EMMA R. KNUDSON, B.M., B.S. in Ed., M.S. in Ed., Ph.D., (1934) Professor of Music
Director of the Division of Music Education
Head of the Department of Music

LOWELL J. KUNTZ, B.S. in Ed., M.S. in Ed., (1949) Instructor in Music

ERNEST M. R. LAMKEY, A.B., A.M., Ph.D., (1927) Professor of Biological Science
Head of the Department of Biological Science

THOMAS JESSE LANCASTER, B.Ed., A.M., (1919) Associate Professor of Education

HARRY OWEN LATHROP, B.Ed., S.M., Ph.D., (1933) Professor of Geography
Head of the Department of Geography

LAVERN E. LAUBAUGH, B.S., A.M., (1937) Assistant Professor of Agriculture

CECILIA J. LAUBY, A.B., M.S., Ed.D., (1949) Assistant Professor and Coordinator
of Off-Campus Student Teaching

NORMA M. LEAVITT, B.S. in Ed., M.A., Ed.D., (1947) Associate Professor of
Health and Physical Education

ELDEN A. LICHTY, B.S. in Ed., A.M., Ed.D., (1945) Associate Professor of Education

HARRY D. LOVELESS, B.Ed., A.M., Ed.D., (1946) Associate Professor of Education
Principal, University High School

WILLIAM R. LUECK, B.A., M.S., Ph.D., (1936) Associate Professor of Education

BLANCHE MC AVOY, B.A., A.M., Ph.D., (1926) Associate Professor of the
Teaching of Biological Science

ELIZABETH MC CAIN, B.S., M.A., (1945) Visiting Instructor in the Reading Clinic
(Supervisor, Memphis, Tennessee, Public Schools)

SARAH DISA MC CALL, B.Ed., M.S. in Ed., (1950) Visiting Instructor in Education
(Teacher of Sight Saving, Champaign Public Schools)

CLYDE T. MC CORMICK, A.B., A.M., Ph.D., (1944) Professor of Mathematics

HELEN W. MC EWEN, B.B.A., M.A., (1946) Instructor in Business Education

FAYE E. MANSFIELD, B.Ed., M.A., (1947) Assistant Professor and Supervising
Teacher in the Fourth Grade

HELEN E. MARSHALL, A.B., A.M., Ph.D., (1935) Associate Professor of Social Science

J. LOUIS MARTENS, A.B., A.M., Ph.D., (1947) Associate Professor of Biological Science

STANLEY S. MARZOLF, A.B., M.A., Ph.D., (1937) Professor of Psychology

LEROY E. MECAY, A.B., B.S., A.M., (1948) Assistant Professor of Biological Science

CLARA B. MERRIFIELD, B.S. in Ed., M.Ed., (1949) Instructor in Home Economics

RALPH A. MICKEN, B.A., M.A., Ph.D., (1949) Associate Professor of Speech

LEE WALLACE MILLER, B.A., M.S., Ph.D., (1935) Professor of Biological Science

MARION G. MILLER, Ph.B., M.A., Ph.D., (1937) Associate Professor of Art

CLIFFORD NEWTON MILLS, B.S., A.M., Ph.D., (1925) Professor of Mathematics
Head of the Department of Mathematics

HAROLD A. MOORE, B.S., M.S., (1947) Instructor in Biological Science

THELMA NELSON, B.A., M.A., (1931) Assistant Professor of English

EDNA E. NYQUIST, A.B., A.M., (1948) Assistant Professor of English

BURTON L. O'CONNOR, B.A., M.A., (1937) Assistant Professor of the Teaching of Health and Physical Education
Director of University High School Athletics

ALICE ROXANNE OGLE, A.B., M.A., (1932) Assistant Professor of Art

MARCELLA OGUREK, B.S. in Ed., M.A., (1948) Visiting Instructor in Education
(Formerly Teacher in the Oak Park Public Schools)

GERDA OKERLUND, A.B., A.M., Ph.D., (1931) Professor of English

CLARENCE ORR, A.B., A.M., (1929) Associate Professor of Social Science
Director of Extension Service

MARY R. PARKER, B.S.A., M.A., (1942) Assistant Professor of Art

ROSE ETOILE PARKER, B.A., A.M., Ph.D., (1931) Professor of Education
Director of the Division of Special Education

MARGARET PARRET, B.Ed., M.A., (1946) Instructor in the Teaching of Speech

HAROLD G. PAULSON, B.A., M.A., (1947) Assistant Professor of Psychology

CECILIA H. PEIKERT, A.B., M.S., (1945) Director of Museums

HARLAN W. PEITHMAN, A.B., B.M.E., M.S. in Ed., Ed.D., (1937) Associate Professor of Music

LAURA HAYES PRICER, B.S. Ph.M., (1911) Associate Professor of English

HOWARD O. REED, B.S., M.A., Ed.M., Ed.D., (1944) Associate Professor of Industrial Arts

R. RUTH RICHARDS, A.B., M.A., Ph.D., (1948) Associate Professor of Biological Science

DONALD T. RIES, B.S., M.S., Ph.D., (1946) Associate Professor of Biological Science

JOSEPHINE ROSS, B.S., M.A., (1926) Assistant Professor of Home Economics

BERTHA MAY ROYCE, B.A., M.A., Ph.D., (1925) Associate Professor of Biological Science

ELIZABETH RUSSELL, A.B., M.A., (1935) Assistant Professor of Education

GRACE REBECCA SHEA, R.N., B.S., M.A., (1927) Instructor and University Nurse

WAYNE F. SHERRARD, B.F.A. in Ed., M.M. in Ed., (1938) Assistant Professor of Music

CHARLES A. SLAGLE, A.B., A.M., (1949) Instructor in Health and Physical Education

LEON SHELTON SMITH, A.B., A.M., (1925) Assistant Professor of Physical Science

NELSON SMITH, B.S. in Ed., M.S. in Ed., (1948) Instructor in Audio-Visual Aids
Assistant in Publicity

IRWIN SPECTOR, B.S., M.A., (1948) Assistant Professor of Music

EUNICE H. SPEER, B.S., B.S. in L.S., M.S., (1944) Assistant Professor and Assistant Librarian

J. RUSSELL STEELE, B.S. in Ed., M.S. in Ed., (1947) Instructor in Health and Physical Education
Assistant in Publicity

RAY M. STOMBAUGH, B.S., M.A., Ph.D., (1935) Professor of Industrial Arts
Director of the Division of Industrial Arts Education
Head of the Department of Industrial Arts

RUTH STROUD, B.S., M.S., (1930) Assistant Professor of the Teaching of English

EDWIN G. STRUCK, A.B., M.S., (1935) Assistant Professor of Health and Physical Education

LUCY LUCILE TASHER, Ph.B., J.D., A.M., Ph.D., (1935) Associate Professor of Social Science

BARBARA D. THOMPSON, B.Ed., M.S. in Ed., (1950) Instructor in Health and Physical Education
(Teacher, Bloomington Public Schools)

HERMAN R. TIEDEMAN, B.Ed., M.A., Ph.D., (1946) Associate Professor of Psychology

LEWIS R. TOLL, B.S., M.S., Ed.D., (1947) Professor of Business Education
Director of the Division of Business Education
Head of the Department of Business Education

RAYMOND W. TUDOR, B.J., B.S. in Ed., M.A., (1948) Assistant Professor of English

SADIE BERNETTE UDSTUEN, B.Ed., M.A., (1950) Instructor and Supervising Teacher in the Seventh-Eighth Grades

DALE B. VETTER, A.B., M.A., Ph.D., (1941) Associate Professor of the Teaching of English

ESTHER VINSON, A.B., B.S., A.M., (1926) Associate Professor of English

ARTHUR WELDON WATTERSON, B.Ed., S.M., (1946) Assistant Professor of Geography

MARY DOROTHY WEBB, B.A., M.A., (1930) Assistant Professor of the Teaching of Business Education

MARGARET MARY WESTHOFF, B.Ed., M.S., (1933) Instructor in Music

HARRIET R. WHEELER, B.A., M.A., (1946) Assistant Professor of Business Education

JAMES E. WHEELER, B.S., M.S., Ph.D., (1949) Assistant Professor of Education

WILLIAM V. WHITE, B.Ed., (1934) Director of the University Press

BERTHA HARPER WHITMORE, B.S. in Ed., M.S. in Ed., (1947) Instructor in the Teaching of Physical Science

JENNIE ALMA WHITTEN, A.B., A.M., Ph.D., (1919)	Professor of Foreign Languages
LELA WINEGARNER, B.Ed., A.M., (1933)	Head of the Department of Foreign Languages
JOHN H. WOODBURN, A.B., M.A., (1949)	Assistant Professor of English
RUTH V. YATES, B.A., M.A., (1935)	Assistant Professor of Science
LEO J. YEDOR, A.B., A.M., Ph.D., (1948)	Assistant Professor of Speech
ORVILLE L. YOUNG, B.S., M.S., Ph.D., (1939)	Associate Professor of Social Science
	Associate Professor of Agriculture

LIBRARY STAFF

ELEANOR WEIR WELCH, A.B., M.S., (1929)	Associate Professor and Director of Libraries
LUCILE ZEDA CROSBY, A.B., B.S., M.S. in L.S., (1940)	Assistant Librarian
HELEN A. DOOLEY, A.B., M.A., (1947)	Assistant Librarian
BERYL GALAWAY, A.B., B.S. in L.S., (1948)	Assistant Librarian
CLARA LOUISE GUTHRIE, A.B., B.S., M.S. in L.S., (1932)	Assistant Professor and Assistant Librarian
EDNA IRENE KELLEY, B.Ed., (1913)	Assistant Librarian
MARGARET LAWRENCE, B.A., B.S. in L.S., M.A., (1939)	Assistant Librarian
GERTRUDE ANDREWS PLOTNICKY, (1913)	Assistant Librarian
GENEVIEVE ANNA POHLE, A.B., M.A., (1923)	Assistant Librarian
WINIFRED S. METZLER, B.S. in Ed., B.S. in L.S., M.A., (1947)	Assistant Librarian
RUTH ZIMMERMAN, B.S., M.A., (1935)	Assistant Professor and Assistant Librarian

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

JOHN L. REUSSER, B.A., M.A. in Ed., Ph.D., (1944)	Associate Professor of Education
Principal of Illinois Soldiers' and Sailors' Children's School	
ORRIN J. MIZER, B.S. in Ed., M.A., (1947)	Instructor and Supervising Teacher in the Junior High School
Assistant Principal of Illinois Soldiers' and Sailors' Children's School	
GLADYS ELLEN BAKER, B.Ed., A.M., (1946)	Instructor and Supervising Teacher in the Fifth Grade
VEDA BOLT BAUER, B.Ed., A.M., (1923)	Instructor and Supervising Teacher in the Junior High School
GERTRUDE ERBE, B.M., M.M., (1949)	Instructor and Supervising Teacher in Music
JOSEPH FREESE, B.S. in Ed., (1949)	Faculty Assistant in Printing
AUGUSTA GIENAPP, B.S., B.S. in L.S., (1947)	Librarian
ROLAND A. GLEISNER, A.B., M.A., (1942)	Instructor and Supervising Teacher in the Junior High School
ROLLAND OTIS GRAY, B.Ed., M.S., (1942)	Instructor and Supervising Teacher in Industrial Arts
DORIS HARDINE, B.M., M.M., (1947)	Instructor and Supervising Teacher in Instrumental Music
JOHN EDGAR HOUGHTON, B.S., A.M., (1936)	Instructor and Supervising Teacher in Industrial Arts
CLARA KEPNER, B.Ed., A.M., (1930)	Instructor and Supervising Teacher in the Fourth Grade
FRED J. KNUPPEL, B.Ed., A.M., (1925)	Instructor and Supervising Teacher in Industrial Arts
LUCILE M. KOENIG, A.B., M.A., (1949)	Instructor and Supervising Teacher in the Sixth Grade
MARGIE JEANNE MINER, B.S. in Ed., M.S. in Phys.Ed., (1949)	Instructor and and Supervising Teacher in Health and Physical Education
LESLIE D. PARK, B.S., M.A., (1949)	Instructor and Supervising Teacher in Health and Physical Education
JEAN PHIPPS, B.S., M.S., (1949)	Instructor and Supervisor in Home Economics
MABLE ANN PUMPHREY, B.S., M.S., (1920)	Instructor and Supervising Teacher in the Fifth Grade
VERNER RYDEN, B.S. in Ed., M.A., (1949)	Instructor and Supervising Teacher in the Junior High School
HERBERT C. SANDERS, B.M., M.M., (1949)	Instructor and Supervising Teacher in Instrumental Music
JOSEPHINE SHEA, B.Ed., M.A., (1929)	Instructor and Supervising Teacher in the Sixth Grade
ALICE SHEVELAND, B.Ed., M.A. in Ed., (1942)	Instructor and Supervising Teacher in the Third Grade
THALIA JANE TARRANT, B.S., A.M., (1935)	Instructor and Supervising Teacher in the First Grade

GENERAL INFORMATION

Since attractive offerings are now available in the summer sessions of many colleges and universities, persons selecting a school in which to further their education are confronted with the task of evaluating available programs and facilities in terms of their particular needs. Probably never before in the history of the teaching profession in Illinois has as much consideration been given to professional advancement as at the present time. Desire for advancement, competition in securing desirable teaching positions, increasingly higher standards established by many local school systems and by the State Department of Public Instruction, and the desirability of renewing certificates have all combined to cause in-service and former teachers to improve their educational qualifications.

Illinois State Normal University invites careful consideration of the complete, attractive, and flexible program offered in the 1950 summer session. The summer session includes many features that will be of interest to those looking for practical assistance on all levels of education. The range of course offerings is such that those interested in elementary and special education will find as much consideration given to their needs as to those of persons interested in secondary fields.

Location

Illinois State Normal University is located at Normal, which adjoins Bloomington. The two cities, with a combined population of over 40,000, are in reality one community, the north side of Division Street being Normal, and the south side of the same street, Bloomington. Excellent bus service at frequent and regular intervals connects the two cities, the business districts of which are two miles apart.

Numerous main highways that pass through Bloomington-Normal make bus service available and give the community the distinction of being the "hard roads hub of Illinois." The Gulf Mobile and Ohio, Illinois Central, New York Central, Nickel Plate, and Illinois Terminal Railroad Company (electric) all serve to make the cities accessible by rail.

Purposes of the Summer Session

The summer session program is adapted to various needs of students. The courses are especially designed for:

1. Graduates of high schools who desire to begin work in a teachers college and who may wish to complete their undergraduate work in three years including summer sessions.
2. Present students who desire to adjust any irregularities in their programs of work or who wish to shorten their period of pre-service education.
3. Present or former students who desire to add or strengthen teaching fields in order to qualify for a greater variety of positions.
4. Former students including ex-service men and women who now find

it possible to continue their education toward Bachelor's or Master's degrees and who realize the importance of accelerating their programs as much as possible.

5. Graduate students beginning their work for Master of Science in Education degrees.

6. Former teachers and teachers in service who desire to earn any required number of hours of credit to renew teachers certificates.

7. Graduates of liberal arts colleges who are seeking credits in the field of education in order to obtain certificates to teach.

8. Teachers in service who wish an opportunity to add to their educational equipment in meeting expectations of their school systems.

Plan of Organization

Attention is invited to the following type of organization, which it is believed will appeal to summer session students:

1. Both undergraduate and graduate work will be offered in the 1950 summer session. Graduate work, inaugurated in 1944, offers a program leading to the granting of the degree of Master of Science in Education. The departments approved for a complete program of graduate work to be offered during the regular school year are listed on page 18.

2. There will be a session of eight weeks, which is an integral part of the work of the entire year, during which the work of one-half of one semester may be completed. The possibility of completing eight or nine semester hours of credit in eight weeks appeals to many students.

3. A session of three weeks will run parallel with the second, third, and fourth weeks of the longer session. The courses of the shorter session will be intensive and will permit a student to carry one course of three semester hours. Students taking three-weeks courses may not register for the eight-weeks courses but may be interested in the one-week clinics.

4. The University reserves the right to cancel any course in which there is insufficient enrollment to warrant the offering.

5. Certain courses will be available for units of time less than eight weeks and for amounts of credit comparable to the number of weeks during the eight-weeks session. (See pages 34, 35, and 42 describing these clinics.)

6. Classes carrying three semester hours of credit in the eight-weeks session meet once each day and five days each week. The days on which one- and two-hour courses will meet are listed on the daily class schedule. For the three-weeks session, classes will meet every day.

7. The regular student undergraduate load is three courses of three semester hours each. Since this intensive program makes it possible for the student to do nine weeks of work in eight because of more class meetings each week, permission will not be granted to anyone to carry more than nine semester hours of undergraduate work during the eight weeks except

when an eight-weeks course of one semester hour is added, or when four semester hours of student teaching are included in the program. In such cases the maximum is ten semester hours.

8. Late registration is discouraged and is permissible only by special arrangement with the Dean and by payment of an additional fee.

Faculty

The chief factor in satisfactory work available in any college or university is the competence of the faculty in presenting offerings that meet the needs of the students. Such competence is based upon extensive training, successful experiences, and evidence of personal growth.

The summer session staff at Illinois State Normal University is selected from the faculty of the regular school year. Ability to present a faculty of recognized professional standing makes possible assurance of a high caliber of course offerings presented by those genuinely interested in teacher education. Of special interest is the fact that each faculty member who teaches graduate courses is required to have a Doctor's degree or the equivalent.

Illinois State Normal University ranks with the best colleges and universities in the country in the extensive and varied educational background of its faculty. All regular staff members exceed in educational attainment the minimum requirement of a Master's degree, and more than forty per cent of them possess the Doctor's degree. Their background of education has come from a widespread number of the best colleges and universities in the country. Successful teaching experience in public schools is a requirement met by the large number of staff members employed in the past several years. Alertness to new ideas in education is evidenced through attendance at and participation in local, state, and national conferences and associations. Membership in general and special professional organizations, the contribution of articles for various journals, and authorship of professional books and text materials have combined to give the faculty of the University an unusually high rating.

Added to the desirable qualifications previously indicated are to be found a genuine interest in students and their problems and a desire and willingness to give generously of time in the effective adaptations of course offerings to individual needs and to the requirements to be met by teachers in their particular areas of education.

Physical Plant

Illinois State Normal University is very fortunate in the number, nature, location, and adaptability of the buildings available for excellent work in teacher education. Twenty-two buildings are to be found upon a beautiful campus of seventy-one acres located on Highways 51 and 66. Across these highways may be found the University Farm of 192 acres.

The permanent structures located upon the main campus are Old Main, North Hall, Cook Hall, Industrial Arts Building, Metcalf Building, Mechanic Arts Building, McCormick Gymnasium, Felmley Hall of Science, Milner Library,

Rambo Home Management Houses, University Greenhouse, Fell Hall, and Smith Hall. Detailed descriptions of the nature and use of these buildings may be found in the general Catalog of the University.

In addition to the previously mentioned thirteen buildings, there are located upon the campus nine temporary classroom structures provided by the federal government, thirteen excellent tennis courts, an outdoor stage and amphitheater, and athletic fields for men and women. On the University Farm there are twelve buildings used in all phases of a complete agricultural program.

Admission

High school graduates and transfers from other colleges and universities are eligible to apply for admission provided they plan to prepare for the teaching profession. The type of application which will need to be filed will be determined by whether or not the student expects to work toward graduation.

Students who enter directly from high school and who wish to work toward graduation will need to file a complete application including a portion to be filled in by the high school from which the student graduated.

Students who transfer from other colleges and universities and who wish to work toward graduation will need to file a similar application as well as official transcripts from all colleges and universities in which they have been registered including a statement of good standing from the college or university last attended.

Teachers in service who wish to take course work only, without reference to a degree, will file a much simpler application form as well as a statement of classification and good standing from the college or university last attended. These credentials are not necessary for such teachers whose last work was done with Illinois State Normal University.

Registration

Registration for the eight-weeks session will be confined to one day, Monday, June 19, with all classwork beginning on Tuesday, June 20, and continuing through Friday, August 11. Registration for the three-weeks session will be held on Saturday forenoon, June 24, with all classwork beginning on Monday, June 26, and continuing through Friday, July 14.

It is highly essential that all students should register on the assigned registration days. On these days class enrollments are completed and registration in certain courses may be closed because of the size of the class. Lesson assignments will be found posted in classrooms, textbooks may be obtained, and all other matters may be cared for preliminary to the opening of actual classwork. All students should report to Capen Auditorium in the Industrial Arts Building on Monday, June 19, for the eight-weeks session, and on Saturday June 24, for the three-weeks session, to obtain directions for registration. The hours of registration are 8:00 a.m. to 4:30 p.m. on June 19, and 8:00 a.m. to 12:00 m. on June 24.

Expenses

Since a high percentage of funds necessary to provide a superior quality of education is available through state appropriations, the cost to the student attending Illinois State Normal University is very moderate compared with that at many colleges and universities. Attention is called to the items included under the school fees and the extensive service given in return for the moderate expenditure.

FEES

***Registration and incidental fee:**

For the eight-weeks session	
More than four semester hours	\$20.00
Four or less semester hours, per hour	4.00
For the one-week clinics, per clinic (unless full fee already paid)	4.00
For the three-weeks session	
Three semester hours	13.25
Two semester hours	9.25
One semester hour	5.25
Matriculation fee, graduate students only (payable at time of admission to Graduate School)	5.00
Graduation fee (payable six weeks before graduation)	10.00

Holders of scholarships provided by law may use them according to statute.

A charge of \$2.50 will be made for registration after the scheduled registration days.

The registration fees for undergraduate students cover all textbooks loaned to students. They also include an activity fee of \$3.75 for the eight-weeks session and \$1.25 for the three-weeks session, which fees cover the health service, the school paper, and entertainment and recreational items mentioned later under "Recreation, Entertainments, and Lectures." All fees such as library, typewriting, laboratory, and special courses at one time listed as separate charges are now included in one fee. For graduate students, fees cover the same items with the exception of textbooks.

IMPORTANT. Fees are due and payable on each registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

No refunds of fees will be made later than seven calendar days following the scheduled registration day for the eight-weeks session and four days for the three-weeks session.

* The few students who were admitted prior to November, 1946, on the special tuition basis and who wish to continue will pay a fee of \$26.50 for the three-weeks session and \$40.00 for the eight-weeks session.

BOARD AND ROOM

Fell Hall, the women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately one hundred and fifty women students attending the University. Women desiring to live in Fell Hall should address inquiries to Miss Isabelle Terrill, Director of Fell Hall. Boarding and rooming accommodations cost each student \$14.00 a week.

Smith Hall, the men's dormitory, located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations for fifty-two men students of the University. Men desiring to live in Smith Hall should address inquiries to R. H. Linkins, Dean of Men. Boarding and rooming accommodations cost each student \$14.00 a week.

On Sudduth Road, west of Main Street, is located Cardinal Court, the veterans' village, which provides dormitories for ninety-six single veterans and apartments to house eighty-five families of veterans. Information concerning dormitory accommodations may be secured from Stanley K. Norton, Assistant Dean of Men. Inquiries concerning the Cardinal Court apartments should be directed to R. H. Linkins, Chairman, Veterans Housing Committee.

Modern rooms in homes in Normal are available at weekly rates generally varying from \$3.50 to \$5.00 a person. Undergraduate students who are unmarried are not permitted to occupy apartments except by special arrangements made in advance with the Dean of Women or the Dean of Men. The price of board ranges from \$9.00 to \$12.00 a week. Assistance in locating desirable rooming and boarding facilities in such homes may be had for men and women students by writing to Mrs. Eloise Malmberg, Director of Housing.

Employment

Limited opportunities for student employment are available in the summer. Persons interested in possibilities for work should write to the Dean of Women or the Dean of Men.

Student Health

The maintenance of good physical and mental health is essential to success both as a student and a teacher. The University Health Service which is located in Cook Hall provides consultation for all health problems of students. The registration fee provides some financial aid in hospitalization during the summer sessions under the following regulations:

1. Service is available only to students who have paid fees and are actually students in the summer session.
2. Hospitalization must be in a local hospital, must be approved by the Director of the Health Service, and is for a total of not more than four days (not cumulative) during the eight-weeks session and for two days during the three-weeks session at \$3.00 per day. The hospital may be selected by the student.
3. The University physician does not care for patients in local hospitals. The University Health Service will pay for one (first diagnostic)

visit of a local physician in the Hospital and at a fee not to exceed \$3.00. The physician may be selected by the student.

4. Hospitalization aid cannot be given for chronic conditions or ailments developed prior to the student's enrollment at Illinois State Normal University.

Free consultation to all students is available at the University Health Service daily during prescribed office hours. Detailed regulations are printed in the general Catalog.

Services for War Veterans

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Members of the faculty are prepared to help veterans secure scholarships and rehabilitation aid from the state, as well as benefits which the federal government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G. I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

A State Military Scholarship to cover fees for a maximum of \$80 a year is available to any veteran who has an honorable discharge and who entered military service before July 25, 1947. Veterans may not use Military Scholarships while using federal benefits.

The University restricts its program to teacher education and offers returning veterans the courses necessary to prepare for teaching in the elementary grades as well as the regular and special subjects in the secondary field. This preparation includes training for the teaching of exceptional children.

The Director of Housing assists in finding desirable living quarters, and the Dean of Men and Dean of Women help in securing part-time employment. The loan funds of the University are available for veterans.

Before registration veterans should correspond with or see Floyd T. Goodier, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments.

Some Attractive Features of the Summer School

The offerings of seventeen departments include numerous courses that are certain to attract the attention of prospective summer session students. Even a sampling of these offerings would represent such a large list of courses that it seems advisable to mention only certain areas of interest covered by the 323 undergraduate and graduate courses.

In addition to the courses that are prerequisite to more advanced courses and those required for graduation, there are many that will appeal to the experienced teacher who needs help in specific areas for immediate use. Other courses will attract attention as valuable in enlarging teaching qualifications, some of which as electives will be of informational interest.

Education and psychology courses that provide new methods, modern insights into child growth and development, relational considerations for school

and community, guidance and special education for exceptional children as well as mental hygiene and testing will appeal to many persons. Numerous teachers will be pleased to see the varied offerings in different phases of children's literature, and others will be attracted to courses designed to strengthen their general background in English. The possibility of completing the Freshman year of work in French, Latin, or Spanish will prove attractive to some students.

New interest in geography and the social studies and demands for more information in these fields are met by applicable courses concerned with areas as close as Illinois and as far distant as the remote parts of the world. The Geography Field Course will be offered again in 1950. Work in sociology, economics, and political science finds expression in interesting and attractive course presentations. Science, so much in the forefront of thought today, finds outlets in various health education offerings, safety education, and physical as well as biological science courses of a fundamental nature. In mathematics, more in demand than ever, are found several valuable courses.

Increased need for teachers to become acquainted with work in speech re-education is met by desirable courses in this type of work.

Prospective teacher-librarians will be pleased to find valuable offerings for that relatively new kind of training in a field where there is an increasing demand for qualified persons.

The special fields of art, agriculture, business education, health and physical education, home economics, and industrial arts have not been neglected in offerings for either the experienced or prospective teacher.

Opportunities for participation in summer session band, orchestra, and chorus are provided. All students interested in membership should see the Head of the Department of Music.

Whatever the need in any or all fields of teaching, Illinois State Normal University believes the answer is to be found in the 1950 summer session offerings. Attention is invited to the specific course descriptions to be found in the latter part of the Bulletin.

GRADUATE OFFERINGS

The great interest displayed from many quarters in the offering of graduate work by Illinois State Normal University culminated in the authorization of such work by the Teachers College Board beginning with the summer session of 1944. At the present time thirteen departments of the University which have been approved by the Teachers College Board are offering work in the summer session and the regular school year. These departments are Art, Biological Science, Business Education, Education and Psychology, English, Geography, Health and Physical Education for Women, Industrial Arts, Latin, Mathematics, Music, Physical Science, and Social Science. Several courses in the Department of Education and Psychology have been organized for the preparation of teachers in community or junior colleges.

Graduate courses in this Bulletin are listed in the departmental offerings and may be identified by course numbers of 300 and above. Additional information, including the qualifications of Illinois State Normal University to offer graduate work based on very high standards, may be obtained by requesting a special Bulletin of the Graduate School.

All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered three times yearly. Graduate students will be notified as to the time when the examination is to be given.

SPECIAL EDUCATION

Illinois State Normal University has been designated by the Teachers College Board as the state teacher-education institution to prepare teachers for exceptional children. Accordingly, the Division of Special Education was established to prepare teachers, supervisors, and administrators throughout the state for work with exceptional children. Curricula leading to the degree of Bachelor of Science in Education are offered to prepare teachers for the mentally retarded, those who are partially sighted, the deaf and hard of hearing, those physically handicapped other than in vision and hearing, those with speech defects, and to prepare visiting counselors.

These curricula are particularly worthy of consideration by students who are graduates of one of the two-year curricula formerly offered and who now have experience in teaching. Such teachers, who complete the requirements in an area of special education, are in great demand.

A fifth year of work in the areas for the maladjusted, the mentally retarded and the physically handicapped, to be planned in consultation with the student's Advisory Committee, will lead to the degree of Master of Science in Education.

Observation, demonstration, and student teaching for those qualified will be provided during the summer session as follows:

1. Five special classrooms: two for mentally-retarded children, one primary and one advanced; one for deaf and hard-of-hearing children; one for partially-sighted children; and one for physically-handicapped children.
2. A Reading Laboratory for children with severe reading disabilities.
3. The Speech Re-education Clinic.
4. The Psychological Counseling Service.

Physical therapy will be provided to supplement the foregoing services.

The Special Education Conference, July 31 to August 2, will be devoted to study of the educable mentally handicapped child. The Conference will be directed by recognized specialists in this field. University staff members will be consultants.

A special descriptive folder will be issued later concerning the offerings in the field of special education, including the Conference on the educable mentally handicapped child. Anyone desiring the folder of additional information should write to the Director of the Division of Special Education.

HEALTH EDUCATION

The Health Education Center will not operate as a workshop in the summer of 1950. Through the cooperation of different departments a wide selection of graduate and undergraduate courses designed for teachers in service will be offered. Those wishing to work on special problems may do so after consultation with the instructor in charge of School Health 238. A series of health lectures and discussions by outstanding authorities in the field will extend throughout

the summer. The McLean County Health Unit, two affiliated hospitals, and the Gailey Eye Clinic are examples of the unusual facilities which are available in the area of health education.

Those interested in further information should write to Dr. Ernest M. R. Lamkey, Health Education Center.

CLINICS

Seven one-week clinics will be available for students interested in Conservation, Art for Rural and Elementary Education, Parent-Teacher Associations, Reading, and Physical Education in the Elementary Schools. Each Clinic will carry one semester hour of credit for the one week of intensive work. Students may register in not more than one or two clinics in addition to six semester hours in the regular summer session. In addition to the information which follows, course descriptions will be found in the course offerings of Education and Geography. A special folder on clinics may be secured by writing to the Registrar.

Conservation Clinic

Beginning with registration on Monday, June 12, through Friday, June 16, one week will be given over to intensive work in conservation, dealing with concrete materials the teacher may use in teaching during the school year. The Clinic will be held in connection with the office of the County Superintendent of Schools of McLean County and adjacent counties. Emphasis will be placed upon an overview of conservation with particular reference to the McLean County area. Specific study includes conservation of soil, wild life, farmers' woodlands, and water supply and use. Each afternoon will be devoted to field work. Integration of conservation topics with the regular subject-matter courses will be considered. Authorities on each of the several phases of conservation will assist in lectures and field work.

Reading Clinic

To meet the needs of in-service teachers who desire information about and practical experience with the teaching of reading, two reading clinics will be held. The Basic Reading Clinic will be held from July 17-21. The advanced Reading Clinic will be held from July 24-28. The special guest instructor for both, Miss Elizabeth McCain, Director of Child Guidance and of the Special Reading Program, Public Schools, Memphis, Tennessee, will be assisted by specialists in the teaching of reading and by critic teachers on the staff of Illinois State Normal University.

Rural and Elementary Education Clinic

In order to meet the needs of rural and town elementary teachers who desire a short intensive course in the curriculum, course of study, and teaching problems of the rural and elementary schools, three clinics will be held in two areas. One area, art, will have two clinics. The first one will be held July 24-28. The advanced Art Clinic will be held July 31-August 4. The director of these clinics will be Dr. F. Louis Hoover, Director of the Division of Art Education.

The third clinic on physical education in the elementary schools will be directed by members of the staff of the Division of Health and Physical Education and will be held August 7-11.

Parent-Teacher Association Clinic

Illinois State Normal University, in cooperation with the National Congress of Parents and Teachers and the Illinois Congress of Parents and Teachers, is offering again a clinic in parent-teacher work. During the week August 7-11, an opportunity will be provided for students of the 1950 summer session to receive complete and practical information concerning this important phase of educational work now a definite part of nearly every school system. The faculty member in charge of the course will be Floyd T. Goodier, Associate Professor of Education. He will be assisted by representatives from the National Congress and the Illinois Congress and by members of the faculty of Illinois State Normal University. The course will deal in a very practical manner with all phases of the parent-teacher work, now generally recognized as valuable for prospective and in-service teachers.

ATHLETIC COACHING SCHOOL

The University is offering a three-day Coaching School, which will feature lectures and discussion of problems involved in football, basketball, baseball, and track. The school, which will run continuously throughout the day from Tuesday, June 13, through Thursday, June 15, is offered as a service of the University. No fees are charged and no credit is involved. Outstanding coaches will be brought to the campus and will be assisted by the regular University athletic staff.

EDUCATIONAL CONFERENCE

An educational conference, as in past years, will be included as one of the important offerings of the summer session. The dates are July 18, 19, and 20. The entire conference will deal with curriculum development through grades one to twelve, inclusive. This emphasis is in accord with the present state-wide interest and activity in curriculum study. Tentative plans call for a general session in Capen Auditorium each morning of the three days. On each afternoon, those in attendance will meet in small workshop groups to consider different phases of this program.

This conference is set up to meet the needs of summer school students and the many teachers, supervisors, principals, and superintendents who will be on the campus only during the three days. A special folder giving details of the conference may be secured by writing to Floyd T. Goodier, Conference Director.

EDUCATIONAL EXHIBIT

The second largest Educational Exhibit in the United States will again be a feature of the summer session on July 18, 19, and 20. The purpose of this Exhibit is to afford an opportunity for students, administrators, and the public to come in contact with new publications, supplies, and equipment in the teaching field.

In order that school board members and administrators may see the extensive array of educational materials now available, the Exhibit will be closed Wednesday afternoon, July 20, and open during the evening from 7:00 until 9:30. Teachers, administrators, board members, and parents regardless of any other contacts with the summer session are invited to see the Exhibit. The Exhibit parallels the Educational Conference.

GEOGRAPHY FIELD COURSE

The Twenty-first Annual Geography Field Course is offered to students interested in a summer of study and travel. The 1950 course will be through western North America, and includes a day in Mexico, five days in Canada, and forty-three days in western United States. The total distance covered is about 8,500 miles. This course is recognized as one of the outstanding field courses in the United States.

The course this year will cover an area extending southwest as far as El Paso, Texas, and Juarez, Mexico, along the Pacific Ocean from Los Angeles, California, to Seattle, Washington, northwest to Lake Louise and Banff, Canada, and back to Normal along the northern boundary of the United States.

This is a camping trip on which the students travel in a deluxe bus. All of the kitchen and camping equipment is carried in a specially constructed modern cook kitchen mounted on a truck, and in charge of a professional cook. Since the students' energies are devoted to study, camp duties are cared for by "camp boys."

Registration for the 1950 field course is Monday, June 19. The field trip starts Thursday, June 22, and ends on Wednesday, August 9. Work on the campus is completed by Friday, August 11. The course carries nine semester hours of credit which is the same as may be earned in the eight-weeks session on the campus. All credits may be used in geography, or they may be divided, using six in geography and three in history. One does not have to be a geography or history teacher to be eligible for this course. The course is limited to twenty-seven teachers or prospective teachers in any field, and is offered without profit to the University.

A FEW FIELD GEOGRAPHY HIGHLIGHTS

1. The World's Largest Cave
2. The World's Largest Trees
3. The World's Largest Canyon
4. The World's Highest Dam
5. The World's Highest Water Fall
6. The World's Greatest Ocean
7. The World's Greatest Iron Mines
8. The World's Greatest Irrigation Project
9. The World's Most Famous Movie Colony
10. The World's Longest Suspension Bridge

11. Travel in Three Nations
12. Our Nation's Driest Desert
13. Our Nation's Most Magnificent Mountains
14. Canada's Greatest Scenic Attractions—Lake Louise and Banff
15. Five National Parks and Three National Monuments, Each with Its Unique Natural Attractions

An attractive folder giving all details will be sent upon request addressed to A. W. Watterson, Department of Geography, who will be Director of the course.

RECREATION, ENTERTAINMENTS, AND LECTURES

Much consideration has been given to provision for an interesting and extensive program of activities for summer session students. The large and beautiful campus with its outdoor stage, recreational facilities, and athletic field invites students to participate in numerous activities. Athletic contests are a prominent part of the summer program.

Lake Bloomington to the north of Normal, Miller Park in Bloomington, and Fell Park in Normal, provide opportunities for swimming, boating, and picnics.

The Student Lounge in the Main Building is one of the inviting spots on the campus, and is much used as a student meeting place for conferences and social hours.

An annual University Women's Dinner and a Men's Picnic will be held.

The committee on Entertainments, Lectures, and Concerts, comprised of faculty and students, is again planning a series of entertaining and profitable concerts and lectures throughout the summer session.

A series of Faculty Lectures is again being planned. These lectures occur in Capen Auditorium on Tuesday evenings between the hours of 7:00 p.m. and 8:00 p.m.

In addition to these lectures and concerts, a series of motion pictures will be shown in Capen Auditorium on a weekly schedule throughout the summer session.

A schedule of the 1950 summer session events will be announced later.

SPECIAL PROGRAM FOR PREPARING HIGH-SCHOOL TRAINED TEACHERS FOR ELEMENTARY SCHOOL TEACHING

Through cooperative plans of the University and the Illinois State Examining Board an emergency program for high-school trained teachers to prepare themselves for teaching in the elementary program is provided in the 1950 summer session. Students enrolling under this plan will earn ten semester hours of credit during the summer and thus qualify temporarily for teaching in the elementary school. They must complete 32 semester hours within four years to qualify for the regular Limited State Elementary School Certificate. For detailed information write to the Registrar.

Student Teaching

Student teaching during the eight-weeks session of 1950 will be carried on under practically the same plan as that used in past years. The Metcalf Elementary School, the University High School, and the Illinois Soldiers' and Sailors' Children's School will be in session. There will be opportunities for students who need six semester hours of such work to do student teaching in the afternoon as well as in the forenoon. It is not possible to take all of the required student teaching in one summer session. Student teaching will not be available during the three-weeks session.

To meet a growing interest in religious education, Illinois State Normal University offers a unique opportunity in the operation of a Daily Vacation Church School in one of the buildings of the Normal Public Schools located directly across School Street east of the campus. Opportunity is afforded a number of student teachers to obtain experience in this interesting area of teaching.

No students enrolled during a regular school year who have failed to meet scholastic requirements for student teaching will be allowed to do student teaching in any summer session. This statement means that all students who go on probation at the end of the first semester or lack a C average must return for an additional semester of work in order to complete their student teaching requirements. These preceding regulations apply to all students in the elementary and secondary curricula. (Because of the extreme shortage of teachers, adjustments of these rulings may be made in individual cases.)

Students in the secondary curriculum asking for student teaching in the elementary schools must meet the academic and professional requirements for the elementary curriculum. They will receive the same credit allowance that is given to elementary students, that is, three semester hours for one-half day of student teaching in the eight-weeks session.

Since the opportunities for student teaching in the summer term are limited, the applications are given consideration in the following order:

1. Students who have met all prerequisites and have followed their course in regular progression and who expect to qualify for their degree in that same summer.
2. Students who have fulfilled all the requirements and who need part of their student teaching in order to complete the work in the following summer session.
3. Students who wish to qualify for a teaching certificate.

IMPORTANT: The demand for student teaching is so great that persons desiring such work should correspond with the Director of Laboratory School Experiences before May 1, 1950. Student teaching is not available for transfer students, except in Special Education, until after a designated period of residence work in this University. (See prerequisites for Student Teaching 210 and 215 on page 35.)

Bureau of Appointments

The University maintains a Bureau of Appointments to give placement service to schools of a very wide geographical distribution. This service, free to students and alumni of the University, has become increasingly valuable to both school officials and teacher candidates. Excellent organization of this activity and business-like procedures have resulted in a remarkable growth in teacher placement. Alumni and former students are especially invited to correspond with the Bureau of Appointments since many calls for persons with teaching experience and higher degrees cannot be met from the regular campus list of available candidates.

General Requirements

Every summer session student who is working toward graduation from Illinois State Normal University should refer to the general Catalog for information concerning curricular requirements. The section entitled "Regulations Every Student Should Know" should be read by all such students. A part of this section is given below, since it applies to all summer session students.

MARKING SYSTEM AND SCHOLARSHIP REQUIREMENTS

MARKS

The marks with their value in grade points are as follows:

A	(Passing)	3 grade points per semester hour
B	(Passing)	2 grade points per semester hour
C	(Passing)	1 grade point per semester hour
D	(Passing)	0 grade points per semester hour
I	(Incomplete)	0 grade points per semester hour
WX, WP	(Withdrawal)	0 grade points per semester hour
F, WF	(Failing)	-1 grade point per semester hour

A, B, C, and D will be recorded for work which has been given a passing mark. F will be given to:

1. Students who withdraw from a course at any time without official permission.
2. Students who are in a course all semester but who fail to make a passing mark.

WITHDRAWALS

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. WX is given if the student withdraws before the quality of the work can be determined. WP is given if the student is passing at the time of withdrawal, and WF, if failing.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. Employed students who wish to make changes in their program and all students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in a regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided textbooks and the library slug are returned.

If a student withdraws from a class or from the University during the semester without arranging officially with the Dean of the University, his withdrawal will be considered unofficial after three weeks of absence, or by the close of the semester (whichever is the shorter period of time), unless a justifiable reason for extension of time is accepted by the Dean of the University.

REPETITION OF COURSES

If a student fails to pass a course, he should repeat that course at the earliest opportunity. When a failure is repeated, the last grade only is counted in computing the grade point average.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

A grade of I will be given to a student who is doing passing work but who, because of illness or other justifiable reasons, finds it impossible to complete the work by the end of the term or semester. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, an incomplete is not given. An incomplete should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. An incomplete is recorded permanently but the I is circled and the permanent grade, semester hours, and grade points are added when the record is cleared. Students graduating at the end of the summer session must clear incompletes not later than the end of the sixth week of the eight-weeks session.

GRADE POINTS

Students must have as many grade points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals, other than failures, are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the grade point requirements. The following case illustrates the counting of grade points:

Course	Mark	Sem. Hrs.			Grade Points Earned
		Sem. Hrs. Enrolled In	Sem. Hrs. Earned	Sem. Hrs. Counted in Grade Point Requirement	
History of Civilization 113	D	3	3	3	0
General Psychology 111	F	3	0	(3)	-3
Fundamentals of Speech 110	A	3	3	3	9
Art Appreciation 107	I	1	0	0	0
Elective	WP	2	0	0	0
Elective	B	3	3	3	6
Recreational Activities 103	WF	1	0	(1)	-1
		<hr/> 16	<hr/> 9	<hr/> 13	<hr/> 11

On the cumulative basis, the last column must total as much or more than the second last column for student-teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet the following requirements:

1. On the cumulative record, students with one through 32 semester hours may have nine fewer grade points than semester hours for which they have been enrolled; with 33 through 48 semester hours, six fewer grade points than semester hours; and with 49 through 64 hours, three fewer grade points than semester hours. Students who have 65 or more semester hours must have as many grade points as semester hours for which they have been enrolled, or a C average. Incompletes and withdrawals are not counted.

2. On the record of each semester also, students must earn a minimum of eight semester hours and eight grade points. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and six grade points if six or more semester hours are taken. For three semester hours only in the eight-weeks session, for the three-weeks session, and for extension courses, the requirement is a passing mark.

Students who fail to meet the requirements on credits earned at Illinois State Normal University are placed on probation for the succeeding semester or summer session. Students who are placed on probation for a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Regulations concerning grade points and the probation and drop system, including recent changes, became effective for all students beginning with the first semester of 1947-48.

COURSES OF INSTRUCTION

DEFINITION OF CREDIT. For credit purposes, each course is assigned semester hour value, each semester hour representing the equivalent of one class period of lecture or recitation or two periods of laboratory work per week for one semester. The amount of credit is given in parentheses following each course title.

COURSES OF DIFFERENT LEVELS. The various courses are of three different grades as far as progressive advancement is concerned.

Freshman and Sophomore Courses.—These are the comprehensive introductory courses in various subjects offered in the Freshman or Sophomore years. They are numbered 100-199 and are known as junior-college courses. Only a limited number of Freshman and Sophomore courses may be counted for graduation when taken by Juniors and Seniors.

Courses open to Juniors and Seniors Only.—These are advanced undergraduate courses and are not open to Freshmen and Sophomores. They are numbered 200-299 and are known as senior-college courses. Forty-three semester hours of all the work of the Junior and Senior years must be in these courses.

Courses for Graduate Credit Only.—These courses are numbered 300-499 and are the only courses which may be applied toward a Master's degree.

Any course may be cancelled in which the enrollment is not sufficient to warrant the offering of such work.

The place of meeting is indicated on the daily program to be found on pages 56-64

Rooms on the ground floors or in basements have numbers under 100; first floor rooms in the 100's; second floor rooms in the 200's; third floor rooms in the 300's. This numbering applies to all buildings. The designation of buildings is as follows: M—Main Building; T—Metcalf Training School; I—Industrial Arts Building; C—Cook Hall; G—Gymnasium; L—Library; S—Science Building; H—Heating Plant; N—North Hall; F—Federal Classroom Buildings; Clinic—Clinic Building; J. P.—Judging Pavilion, University Farm; Y. W.—YWCA White Room, Main Building. On the preceding basis, a room marked on the daily program as "I202" is on the second floor of the Industrial Arts Building.

EIGHT-WEEKS SESSION COURSES

Agriculture

- S-105. Genetics—(3) Mr. Hudelson
Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.
- S128. Home Vegetable Gardening—(3) Mr. Douglass
Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, and harvesting and storing of vegetables. Field practices are stressed.
- S213. Farm Management—(3) Mr. Green
Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.
- S214. Marketing Agricultural Products—(3) Mr. Green
Machinery of Markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agricultural credit facilities.
- S229. Livestock Judging—(3) Mr. Laubaugh
Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. Prerequisite: Agriculture 115.
- S231. Gas Engines and Tractors—(3) Mr. Young
Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.

Art

- S101. Art Activities for Elementary Schools—(3) Mr. Barford, Miss Miller
Basic skills and media for carrying on art activities in elementary schools, including manuscript writing, lettering, bulletin board arrangements, use of wax crayon and fingerpaint. Problems in color and design.
- S102. Art Activities for Elementary Schools—(3) Mr. Barford, Miss Miller
Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition, including murals. Prerequisite: Art 101.
- S107. Art Appreciation—(1) Mr. Conrad
Art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.
- S127. Pottery—(3) Mr. Barford
Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.
- S132. Sculpture—(1) Mr. Barford
Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.
- S201. Crafts for Elementary Schools—(3) Miss Ogle, Mrs. Parker
Simple crafts suitable for the elementary level such as weaving, claywork, bookbinding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Students who have had Art 207 may not take this course for credit. Prerequisite: Art 101 or 105.

- S202. Teaching Art in Elementary Schools—(3) Mrs. Parker
Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels. Students who have had Art 203 may not take this course for credit.
- S207. Art for Handicapped Children—(3) Miss Ogle
Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes. Students who have had Art 201 may not take this course for credit. For teachers in Special Education.
- S211. Crafts for Secondary Schools—(3) Mrs. Parker
Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. Prerequisite: Art 105 or 111.
- S236. Advanced Oil Painting—(3) Miss Miller
Advanced composition in oil using abstract, still-life, landscape, and figure subjects. A survey of contemporary trends in oil painting. Prerequisite: Art 131.
- S237 and S238. Advanced Studio—(3) and (3) Miss Miller
Individual creative problems chosen by the student and approved by the instructor.
- S352. Advanced Painting—(3) Mr. Conrad
Emphasis upon performance in a particular painting medium, culminating in exhibition or examination before faculty committee. Prerequisite: Advanced Oil Painting 236.
- S498. Seminar in Art—(2) Mr. Conrad
Critical investigation of books and materials of value to the teacher of art. Independent study and research which may culminate in a thesis or research project in Art 499.
- S499. Thesis or Research Project—(2-4)
Individual study of a specific research problem in the field of art education. The project may result in a paper describing the research undertaken or a creative project in art accompanied by a detailed description of processes and methods employed.

Biological Science

- S105. Hygiene—(3) Mr. Martens, Miss Richards, Miss Royce
Factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.
- S109 and S110—Natural Science Survey—(3) and (3) Mr. Moore
Given jointly by the Departments of Biological Science, Geography, and Physical Science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.
- S111. General Biological Science—(3) Miss Richards
A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. This course is basic for all further courses in biology.
- S117. Home Nursing—(3) Miss Shea
Theory and procedures to help potential homemakers meet personal and family health problems in their own homes. Covers the standard Red Cross course in Home Nursing and is taught by a Registered Nurse. Red Cross certificates are issued to all who satisfactorily complete this course. Students who have had Home Economics 212 may not take this course for credit.

S145 and S146. Functional Anatomy—(3) and (3) Miss Royce

A course in biological science, including enough of the physiology and anatomy of vertebrates for the student to understand the structure and function of the human body. Special consideration to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

S201. Entomology—(3) Mr. Ries

Analysis of the structures by means of which insects are identified and classified. Damage to farm crops and animals is stressed and special attention is given to insects affecting man and his habitations. Prerequisite: Biological Science 111.

S211. Introductory Bacteriology—(3) Miss McAvoy

Yeasts, fungi, and bacteria are studied in relation to human welfare. For students in agriculture, home economics, sanitation, and science in general. Prerequisite: A laboratory course in Biological Science.

**S219 and S220. Natural Science—(3) and (3) Mr. Martens, Miss McAvoy,
Mr. Miller, Miss Richards**

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary and junior high schools.

S238. School Health—(3) Miss McAvoy

Teaching and supervision of school health in the grades and prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. Prerequisite: Biological Science 105.

S247. Sight-Saving Problems—(3) Miss Gray

Observations, lectures, and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. Prerequisite: Biological Science 146.

S300 and S301. Current Readings in Biological Science—(1) and (1)

Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

S303. Teaching of Science in the Elementary Schools—(3) Mr. Miller

Designed to acquaint the teacher with present-day developments in science in relation to elementary-school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels.

S311. School and Community Sanitation—(3) Mr. Lamkey

Designed to give a working knowledge of the principles of sanitation and methods of prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

**S421, S422, S423. Biological Resources—(2, 2, 2) Mr. Lamkey, Mr. Ries,
Mr. Miller**

Biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement, and in the economic life of the local community. Individual problems are considered in the area of entomology.

S428. Biological Resources—(5)

Mr. Ries

Location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

S452. Human Development and Behavior—Its Biological Basis—(3)

Miss Gray

Studies in endocrinology and neurology planned to meet the needs of students in Education and Psychology, Health Education, and Special Education. The laboratory procedures are based upon anatomical materials from the human as well as animal body and include work in animal experimentation.

S491. Thesis or Research Project—(2 to 4)

A thesis or research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

Business Education

S111. Elements of Business—(3)

Miss Wheeler

Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

S112. Typewriting—(3)

Miss Day

Designed to give a knowledge of the typewriter and to develop skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

S113. Typewriting—(3)

Miss Day

Development of individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high-school typewriting.

S114. Typewriting—(3)

Miss Jessa

At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Reasonable skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is also required. Prerequisite: Business Education 113 or two years of high-school typewriting.

S115. Business English—(3)

Miss Wheeler

Fundamental principles that govern the several kinds of business letters and practical methods of writing the letters which arise from the more typical business situations. The course is a combined study of the business letter and practical English.

S117. Business Mathematics—(3)

Miss Jessa

A background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

S123. Shorthand—(3)

Miss Day

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. Prerequisite: Business Education 122 or one year of high-school shorthand.

S132. Accounting—(3)

Miss Jessa

Corporation accounting leading to a consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. Prerequisite: Business Education 131.

S252. Economics of Business—(3)

Mr. Esworthy

Adjusting economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

S253. Business Organization and Management—(3)

Mr. Esworthy

Evaluation of different types of business organizations, methods of creation, and internal operating policies. Plant facilities, location, production, traffic problems, credit, human relations, control, purchases, and sales are given special consideration. Prerequisite: Business Education 252.

S254. Advertising and Salesmanship—(3)

Mr. Toll

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is included and personnel development methods are used. Prerequisite: Business Education 252.

S402. Administration and Supervision of Business Education—(2)

Mr. Toll

Fundamental concepts and techniques needed by administrators, supervisors, department heads, and teachers of business education in planning and carrying out realistic programs of business education in junior and senior high schools and junior colleges.

S430. Improvement of Instruction in Bookkeeping and General Business Subjects—(3)

Mr. Esworthy

The bookkeeping subjects will consist of first- and second-year bookkeeping, personal record keeping, general clerical practice, and clerical office practice. The general business subjects will consist primarily of general business training, business law, business arithmetic, commercial geography, and consumer education. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and, occasionally, from the ideas of visiting lecturers and demonstrators. Prerequisite: Teaching experience or student teaching.

S440. Improvement of Instruction in Secretarial Subjects—(3)

Mr. Toll

The secondary-school subjects to be included are vocational typewriting, personal typewriting, shorthand, transcription, business English, and secretarial office practice. The instructor will draw from his own experience; from those of the group; from the writing of authorities in the field; and, occasionally, from the ideas of visiting lecturers and demonstrators. Prerequisite: Teaching experience or student teaching.

S499. Thesis or Research Project—(2 to 4)

Independent study culminating in a thesis or a carefully written report on a research project.

Education and Psychology

EDUCATION

S107. Reading Methods—(3)

Miss Burris

Reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. Prerequisite: Education 108.

- S108. Child Growth and Development—(3)** **Miss Cooper**
Physical, mental, emotional, and social growth and development of children, and the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had Psychology 115 may not take this course for credit. Prerequisite: Education 109 and 110.
- S109 and S110. Observation and Reading—(1) and (1)** **Miss Force**
Activities of children and youth in a wide variety of situations; discovery of teaching problems through observation, reading, discussion, and some participation, providing professional background for the student's entire college preparation for teaching; use of reading at the adult level.
- S121. Reading Clinic—(1)** **Mr. Larsen and Miss McCain**
Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.
- S122. Parent-Teacher Association Clinic—(1)** **Mr. Goodier and others**
Purpose, program, and organization of parent-teacher work, taught in cooperation with the Illinois Congress of Parents and Teachers. An intensive one-week course for teachers.
- S135. Rural Education Clinic—(1)** **Miss Frey, Miss Gray, Mr. Hoover**
Curriculum and course of study of the rural school. Three one-week clinics will be offered, one week in each of the following: art, advanced art, physical education for the elementary school.
- S162. Survey of Special Education—(3)** **Mr. Goodier**
Educational provisions for exceptional children: the partially sighted, physically handicapped, deaf and hard of hearing, mentally subnormal, gifted, and socially maladjusted. For all classroom teachers and administrators who wish general information in this field.
- S203. Introduction to Philosophy of Education—(3)** **Mr. Wheeler**
Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisite: Senior standing and completion of all required education courses except Education 204, 210, and 215.
- S204. School and Community Relations—(3)** **Mr. Carrington, Mr. Cole**
Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. Prerequisite: Education 211.
- S205. Laboratory Reading Methods—(3)** **Mrs. Catey**
Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Prerequisite: Education 107, and 210 or teaching experience.
- S208. Elementary-School Tests and Measurements—(3)** **Mr. Tiedeman**
Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. Prerequisite: Education 211.

S210. Student Teaching Including Special Methods, Secondary—(4 or 8); Student Teaching, Elementary—(3 or 6)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. Prerequisite: Education 220, at least one semester of residence at Illinois State Normal University, satisfactory preparation in subject-matter fields, and the approval of the Director of Student Teaching. The residence requirement does not apply to transfers in the Special Education curriculum.

S211. American Public Education—(3)

Mr. DeWees, Mr. Lancaster,
Miss Lauby, Mr. Norton

Organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. Prerequisite: Psychology 115 or Education 108.

S215. Student Teaching, Special Education—(3)

Differentiated according to area of major specialization. Work is done with children mentally retarded, physically handicapped, partially sighted, deaf or hard of hearing, defective in speech, or maladjusted. Prerequisite: Education 210 or concurrent registration, or approved teaching experience.

S219. Advanced Reading Clinic—(1)

Mr. Larsen, Miss McCain

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. Prerequisite: Education 107 or 121.

S220. Secondary Education—(3)

Mr. Houston, Mr. DeWees

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluation of the results of instruction. Prerequisite: Education 211.

S224. Extracurricular Activities in Secondary Schools—(3)

Mr. Cole

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, Practices in organization, administration, and supervision of these activities. Prerequisite: Psychology 115.

S232. Early Childhood Education—(3)

Miss Burris

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum, and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. Prerequisite: Education 211.

S233. Middle-Grade Education—(3)

Miss Russell

Methods and materials in intermediate grades; instructional problems planned especially for teachers of the middle grades; the selection, organization, and use of curriculum materials; the program of activities; pupil appraisal. Prerequisite: Education 211.

S234. Upper-Grade Education—(3)

Miss Force

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization: one grade, departmental, and junior high school. Prerequisite: Education 211.

S236. Classroom Problems—(3)

Miss Force

Fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures, and curriculum activities; mental hygiene in the classroom; observation of and participation in solving problems such as group control, use of records and reports, selection of teaching materials, and evaluation of instruction. Prerequisite: Education 211.

S240. Audio-Visual Education—(3) **Mrs. Jorgensen**

Theory, materials, and methodology of audio-visual aids. Results of experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; methods of using audio and visual aids in the classroom. Techniques in photography, making of slides and film strips, and practice in operating all types of audio-visual equipment. Prerequisite: Education 220 or 236.

S243. Education of the Mentally Retarded—(3) **Miss Ingram**

Objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records. To be taken with Student Teaching 215.

S244. Education of the Partially Sighted—(3) **Miss McCall**

Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic. To be taken with Student Teaching 215.

S245. Education of the Physically Handicapped—(3)

For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing, and vision. Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. To be taken with Student Teaching 215.

S251. Introduction to Philosophy—(3) **Mr. Belshe**

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

S260. Seminar on Elementary School Teaching—(1)

This seminar is being provided for students who qualify for a high school teaching certificate and who are taking the special summer program preparing for teaching in the elementary school.

S312. Individualization of Instruction—(3) **Miss Cooper**

Methods of making practical adaptations in the school program to aid the physical, emotional, and educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. Prerequisite: Education 108 or Psychology 115.

S327. Guidance—(2) **Mr. Houston, Mr. Lovelass**

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

S360. History of Education—(3) **Mr. Cole**

Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

S401. Introduction to Research—(3) **Mr. Dillinger, Mr. Lueck**

Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

S403. Educational Statistics—(3)

Mr. Hancock

Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. Prerequisite: Education 401 or concurrent registration.

S412. Seminar in Curriculum Construction—(3)

Mr. Belshe, Miss Lauby

Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the junior college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

S415. All-School Activities—(2)

Mr. Reusser

Organization of life of the elementary school in ways that give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school council, use of radio, and recreational program. School participation in suitable community projects.

S417. Organization and Administration of Extraclass Activities—(2)

Mr. Norton

Functions, underlying principles, and cautions to be observed in the organization and administration of extraclass activities in the secondary school.

S418. Evaluation Techniques—(2)

Mr. Lueck

Development of basic principles underlying programs of evaluation in the elementary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

S420. Improvement of Instruction—(2)

Mr. Houston

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

S431. School Administration—(3)

Mr. Decker

Selection, retention, and improvement of teachers. Curricula, records, school law, interpreting the school to the public, and other problems taken from the necessary experiences of public-school administrators.

S434. School Finance—(2)

Mr. Decker

Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of local school finance.

S435. School Buildings—(2)

Mr. Decker

School sites, buildings, and equipment, with emphasis on planning of building programs. Includes visitation of buildings.

S441. Laboratory-School Administration—(2)

Mr. Carrington

Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination between theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. Prerequisite: Teaching experience.

S442. Laboratory-School Experience—(2)

Mr. Carrington

Experience in laboratory schools in helping to supervise student teachers, observing and participating in laboratory-school activities, assisting with curriculum building, conferring with student teachers, and applying principles and theories developed in other courses. Prerequisite: Education 441 and 444 or concurrent registration.

S444. Supervision of Student Teachers—(2)

Miss Lauby

For experienced teachers preparing to do critic teacher work in laboratory schools. The course will deal with the responsibilities of the supervisor of student teachers, objectives and principles of a student-teaching program, principles and methods of supervising student teachers, methods of conducting conferences with student teachers, and the evaluation of the growth and development of the student teacher and the student-teaching program. Students taking the course will work in the laboratory schools of the University.

S450. Administration of Special Education—(2)

Miss Ingram

Methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, cooperating agencies, and public relations in the education of exceptional children.

S464. The Junior College—(3)

Mr. Lichty

History and development, functions, curricula, instruction, and personnel problems of the junior college. The junior college is studied in relation to other units of the educational system.

S465. Teaching in the Community (Junior) College—(2)

Mr. Lichty

Techniques and methods of teaching on the junior college level; problems of articulating the community college and the high school; special qualifications needed for the community college teacher; his preparation and training; the use of examinations, marks, and records; specific problems and methods of the classroom peculiar to the various teaching fields.

S466. Seminar in the Community (Junior) College—(2)

Mr. Lichty

Specific problems related to the community college, such as, problems of guidance and personnel work; sponsorship of out-of-class activities; improvement of instruction; and curriculum problems. The exact content of the course may vary from semester to semester. The problems will be selected, in part, according to the needs and interests of the students. Prerequisite: The Community College 464 or experience in teaching in the community (junior) college.

S499. Thesis or Research Project—(2 or 3)

Independent study culminating in a thesis or a carefully written report on a research project.

PSYCHOLOGY

S111. General Psychology—(3)

Mr. Paulson

Scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, and personality development.

S115. Educational Psychology—(3)

Mr. Lancaster

For prospective high-school teachers. The use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 108 may not take this course for credit. Prerequisite: Psychology 111.

S212. Social Psychology—(3)

Mr. Hancock

Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods used in the organization and development of morale. Prerequisite: Psychology 111.

- S222. Psychology of Adolescence—(3)** **Mr. Dillinger**
Principles of psychology applied to understanding the characteristics and problems of adolescence. Prerequisite: Psychology 115 or Education 108.
- S227. Psychology of Exceptional Children—(3)** **Miss Parker**
Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. Prerequisite: Psychology 115 or Education 108.
- S229. Mental Testing—(3)** **Mr. Tiedeman**
For students with no training in mental testing. Use of individual and group tests studied and demonstrated. Practice in administering group tests and interpreting results. Prerequisite: Psychology 115 or Education 108.
- S234. Mental Hygiene—(3)** **Mr. Dillinger**
For the prospective teacher. Among topics considered are: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. Prerequisite: Psychology 115 or Education 108.
- S235. Case Work in Behavior Problems—(3)** **Miss Ingram**
Making case studies: interviewing, using records, and case reporting. To be taken with Student Teaching 215. Prerequisite: Psychology 234.
- S321. Child Psychology—(3)** **Mr. Tiedeman**
Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.
- S411. Counseling and Psychotherapy—(3)** **Mr. Marzolf**
Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. Prerequisite: Individual Mental Testing 425 or 426.
- S425. Individual Mental Testing—(2)** **Miss Parker**
Training in individual mental testing with emphasis on the Revised Stanford-Binet Scale. Some attention is given to other similar tests. Prerequisite: Mental Hygiene 234.
- S432 and S433. Psychological Clinic—(2) and (2)** **Mr. Marzolf**
Actual clinical practice in the Psychological Counseling Service. Gives students training in individual psychological diagnosis. Prerequisite: Psychology 411.
- S499. Thesis or Research Project—(2 or 3)**
Independent study culminating in a thesis or a carefully written report on a research project.

English

- S102. Folk Literature for Children—(3)** **Mrs. Pricer**
Fairy and folk tales, myths, legends, and fables suitable for children.
- S110. English Composition—(3)** **Miss Nyquist**
Principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior ability. Recommended for returning students who need additional work in mechanics, even though they received credit in grammar and composition before 1938.
- S111. English Composition—(3)** **Mr. Vetter, Miss Nyquist**
Principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in the modern essay. Prerequisite: English 110 or exemption.

- S112. Introduction to Literature—(3)** **Mr. Gimmestad**
 Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of Freshman English of all exempt from 110. Open as an elective to others. Prerequisite: English 110 (or exemption) and 111.
- S122. Survey of English Literature—(3)** **Mr. Vetter**
 English literature of the Romantic, Victorian, and later periods. Students who have had English 213 or 214 may not take this course for credit.
- S132. American Literature—(3)** **Mr. Gimmestad**
 A survey of American Literature from 1855 to 1914.
- S150. Ancient Literature—(3)** **Miss Okerlund**
 A rapid survey of ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the classical and Oriental contributions to modern culture. Students who have had English 254 may not take this course for credit.
- S161. Advanced Writing—(3)** **Mr. Gimmestad**
 Chiefly exposition. The principles governing connected discourse.
- S165. Elementary Reporting—(3)** **Miss Vinson**
 Introduction to the technique of the news story in its several aspects and to the duties and responsibilities of the reporter. Students will do a limited amount of reporting for *The Vidette*, and by the end of the term will be qualified to assume the duties of *Vidette* staff reporters. Students who have had Journalism 165 may not take this course for credit.
- S202. Modern Literature for Children—(3)** **Miss Nelson**
 Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. Prerequisite: One course in children's literature.
- S203. Verse for Children—(3)** **Miss Hinman**
 Poetry for use in the elementary grades. Prerequisite: One course in children's literature.
- S212. English Literature 1600-1780—(3)** **Mr. Vetter**
 Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson. Students who have had English 121 may not take this course for credit.
- S214. English Literature 1830-1900—(3)** **Mr. Jochums**
 Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had English 122 may not take this course for credit.
- S219. Shakespeare—(3)** **Mr. Hielt**
 Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.
- S252. Recent World Literature—(3)** **Miss Nyquist**
 Wide reading in foreign literature of the past one hundred years. Special attention is given to the Russian novel, but books from western Europe, Latin America, and the Orient are also considered.
- S253. Literature of the Bible—(3)** **Mr. Hielt**
 A non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Bible.

S254. World Literature—(3) Miss Okerlund

Introduction to great books in classical, Oriental, and modern literatures, designed to deepen the student's cultural background and to help him appreciate other civilizations. Students who have had English 150 may not take this course for credit.

S275. English Grammar—(3) Mrs. Pricer

Historical and descriptive study of the sentence and its parts. Students who have had English 105 (formerly Functional English Grammar) may not take this course for credit.

S401. Development of the English Language—(3) Mr. Hiatt

Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

S416. Milton and His Contemporaries—(3) Mr. Jochums

The chief prose and poetry of Milton. Parallel reading from contemporary writers.

S426. Nineteenth-Century English Poetry—(3) Mr. Jochums

The major literary movements and representative poets of nineteenth-century England.

S451. Thesis—(3)

Independent study culminating in a thesis.

Foreign Languages

FRENCH

S113. First-Year French—(9) Miss Ellis

Intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

S114. Composition and Conservation—(3) Miss Whitten

Practical exercises aimed at developing the ability to speak French. Prerequisite: French 112 or two years of high-school French.

LATIN

S109. Intensive Latin—(9) Miss Chiles

An intensive course in beginning Latin, offering the equivalent of the first two years of high-school Latin in a course on the college level. Stress on the basic fundamentals of language formation and use, together with some etymological studies and civilization materials in order to enable the student to read and comprehend simple Latin. This course (without credit) could serve as a refresher course for those people who, after an interval of some years, are to teach Latin as a second or third field.

S406. The Elegiac Poets—(3) Miss Connell

Readings from the Roman elegiac poets; the influence of these poets upon English and American literature.

S424. Problems in the Teaching of Latin—(2) Miss Connell

The aims, subject matter, and methods of the teaching of Latin in the light of new emphases in the high-school curriculum. Critical examination of current high-school texts, preparation of syllabi and tests, and a study of audio-visual materials available for Latin classes.

S499. Thesis or Research Project—(1 or 2)

Independent study culminating in a thesis or a carefully written report on a research project.

SPANISH

S114. Composition and Conversation—(3)

Miss Whitten

Practical exercises aimed at developing the ability to speak Spanish. Prerequisite: Spanish 112 or two years of high-school Spanish.

Geography

S103. Geography of the Peoples of the World—(3)

Miss Crompton

A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the Elementary Education Curriculum. Students who have had Geography 102 (formerly General Regional Geography) may not take this course for credit. Prerequisite: Geography 101 or 110, or Natural Science Survey 109.

S113. Economic Geography—(3)

Miss Gueffroy

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S114. Geography of North America—(3)

Mr. Lathrop

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing, and presenting geographical data. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S121. Conservation Clinic—(1)

Mr. Lathrop

One week of intensive work on conservation designed primarily for the teachers of McLean County. Extensive field work with assistance from experts in the various fields of conservation. Worked out in conjunction with the County Superintendent of Schools.

S209. Geography of the Pacific Islands—(3)

Miss Gueffroy

Their physical patterns, their natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S212. Geography of Illinois—(3)

Miss Crompton

Regional approach to the study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S214. Geography of Soviet Russia—(3)

Miss Crompton

A regional study of the Soviet Union with its mineral resources, industrialization, agriculture, and forest industries. Emphasis on the progress and problems of the Russian people as affected by their geographic settings. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S219. Conservation of Natural Resources—(3)

Mr. Lathrop

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

S222. Field Geography of Western United States and Southwestern

Canada—(9) Given in 1950 and alternate years. **Mr. Watterson**

A field course through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the field, and the eighth week on the campus completing the study begun in the field. Credit in geography and history. Prerequisite: Three semester hours of geography, or teaching experience.

S307. Geography of Latin America—(3)

Mr. Lathrop

Intensive study of some of the major geographic problems of Latin America. Prerequisite: Geography of Middle America 211 or Geography of South America 215.

S409. Cartography and Graphics—(3)

Miss Gueffroy

Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.

S424. Thesis—(2 to 4)

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

Health and Physical Education

COURSES FOR MEN AND WOMEN

S110. Rhythms for Elementary Schools—(1)

Miss Gray

Development of knowledge and skill in teaching rhythmic activities for elementary-school children. Observation of children's rhythms classes.

S113. Swimming and Diving—(1)

Miss Frey, Miss Leavitt

Arranged primarily for beginners in swimming and diving. Special attention to individual needs.

S114. Swimming and Diving—(1)

Miss Frey, Miss Leavitt

Arranged primarily for intermediates in swimming and diving.

S115. First Aid—(3)

Mr. Struck

Standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

S210. Organization and Administration of Physical Education—(3)

Miss French

Factors concerning the administration of a physical education program at the elementary and secondary level; organization, classification, and facilities.

S227. Therapy for Physically Handicapped—(3)

Miss Frey

Special services, equipment, and activities used in rehabilitation of physically-handicapped children. Case studies, observation, and demonstration.

S230. Physical Education for Secondary Schools—(3)

Miss Leavitt

Factors essential to program planning in physical education on the secondary level. Types and gradations of activities included.

S231. Physical Education for Elementary Schools—(3)

Miss Frey, Miss Gray

Factors essential to program planning in physical education on the elementary level. Types and gradations of activities included.

S242. Anatomy—(3)

Mr. Hancock

Gross structure of the human body.

S243. Kinesiology and Physiology—(3)

Mr. Hancock

Mechanics of muscular movements and the physiology of exercise. Prerequisite: Health and Physical Education 242.

S246. Camp Experience with the Physically Handicapped—(2)

Mr. Horton

Actual experience as counselor in a summer camp for physically-handicapped children. Conferences and discussions on planning the child's day; general organization of activities; camp equipment and program. Prerequisite: Approval of the Directors of the Divisions of Special Education and Health and Physical Education.

COURSES FOR MEN

- | | |
|---|------------|
| S101. Recreational Activities—(1) | Mr. Frye |
| S102. Recreational Activities—(1) | Mr. Frye |
| S103. Recreational Activities—(1) | Mr. Frye |
| S104. Recreational Activities—(1) | Mr. Frye |
| S201. Sports Officiating—(3) | Mr. Struck |
| Instruction and practice in officiating at athletic contests in basketball, baseball, and other seasonal sports. Prerequisite: Health and Physical Education 119 and 120. | |
| S219. Football Coaching—(3) | Mr. Struck |
| Professional preparation of coaches in football. | |
| S220. Baseball Coaching—(3) | Mr. Frye |
| Professional preparation of coaches in baseball. | |
| S221. Basketball Coaching—(3) | Mr. Cogdal |
| Professional preparation of coaches in basketball. | |
| S222. Track and Field—(3) | Mr. Cogdal |
| Professional preparation of coaches in track and field. | |
| S241. Intramural Management—(3) | Mr. Cogdal |
| Administration of the intramural program of the high school. Students who have had Health and Physical Education 213 or 214 may not take this course for credit. | |

COURSES FOR WOMEN

- | | |
|---|--------------|
| S101. Recreational Activities—(1) | Miss Leavitt |
| S102. Recreational Activities—(1) | Miss Leavitt |
| S103. Recreational Activities—(1) | Miss Leavitt |
| S104. Recreational Activities—(1) | Miss Leavitt |
| S108. Recreational Activities—(1) | Miss Frey |
| Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service. | |
| S301. Evaluation Techniques in Physical Education—(3) | Miss French |
| Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project. | |
| S304. Seminar in Sports—(2) | Miss Leavitt |
| Teaching methods, officiating, organization, safety precautions, and selection and care of equipment for selected sports. | |
| S340. Problems in Health, Physical Education, and Recreation—(2) | Miss French |
| Consideration of current problems in these fields as they affect the teacher of physical education; guidance in individual and group solution of selected professional problems. | |
| S402. Foundations of Modern Physical Education—(3) | Miss Gray |
| The functions of modern physical education and the underlying factors which influence it. | |
| S499. Thesis or Research Project—(2 to 4) | |
| Independent study culminating in a thesis or a carefully written report on a research project. | |

Home Economics

S106. Nutrition—(3)

Miss Buell

Emphasizes the role of nutrition in the development of the individual and the integration of nutrition in the school program with units suitable to each grade level. Includes laboratory preparation of lunches suitable for different ages. This course is planned to meet the needs of students in Elementary Education, Special Education, and Health and Physical Education, but may be elected by others.

S120. Introduction to Textiles—(3)

Miss Ross

Consumer approach to the understanding of textile values—what the consumer wants and needs in regard to wearing apparel and household textiles and what the market has to offer. Includes a study of the natural and synthetic fibers and fabrics, finishes, labeling, and standardization.

S123. Costume Design—(3)

Miss Ross

Essentials of design applied to dress. Analysis and interpretation of the individual through dress. Creative experiences encouraged. Some appreciation of costumes of former ages and of national dress.

S124. Clothing Economics and Construction—(3)

Miss Ross

Construction projects which include experience with varied textures and further development of the ability to handle clothing construction expeditiously, from pattern, through fitting, to finished garment. Some flat pattern designing.

S136. Home Management Experiences—(3)

Miss Johnson

Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. Prerequisite: Home Economics 113.

S211. Nutrition and Dietetics—(3)

Miss Buell

Fundamental principles of nutrition and dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations. Prerequisite: Home Economics 113.

S216. Food Investigation—(3)

Miss Buell

Individual and class problems in experimental cookery; demonstration cookery and foods of other nations. Prerequisite: Home Economics 113.

S231. Family Relationships—(3)

Miss Johnson

Factors involved in home and family relationships; choosing a mate and preparation for marriage; legal aspects of marriage and divorce; common problems of family life including analysis and possible solutions.

S236. Home Administration—(3)

Miss Johnson

Practical application of knowledge acquired in previous courses in home economics. Senior students reside together for a period of nine weeks and assume all homemaking responsibilities, including managerial and social problems involved in group living. Prerequisite: Home Economics 132, 211, and 231.

Industrial Arts

S111. Engineering Drawing—(3)

Mr. Hammerlund

Study and practice of the fundamental techniques of the different types of projection and projection instruments used in drafting.

S114. Machine Drawing—(3)

Mr. Hammerlund

Machine drafting involving the use of hand books and tabular and formular information in the development of detail and assembly drawings. Prerequisite: Industrial Arts 111.

- S122. Furniture Upholstering and Finishing—(3)** **Mr. Hammerlund**
 Fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.
- S132. General Metalwork—(3)** **Mr. Reed**
 Basic information, processes, and safety in casting, forging, heat treatment, sheet-metal, ornamental steel, and welding. Prerequisite: Industrial Arts 111, or one unit of high-school mechanical drawing.
- S141. Applied Electricity—(3)** **Mr. Ashbrook**
 Elementary electrical theory, followed by laboratory practice. Approximately two-thirds of the time is spent with electric circuits and project construction. The remaining time covers repair and maintenance of household appliances.
- S152. Graphic Arts—(3)** **Mr. Honn**
 Continuation of Industrial Arts 151. Advanced problems in composition and make-up, printing presses and composing machines, advertising layouts and composition, formats of publications, and printing costs. Prerequisite: Industrial Arts 151.
- S223. Woodworking—(3)** **Mr. Hammerlund**
 Set-up, operation, and care of woodworking machines in case goods construction. Prerequisite: Industrial Arts 121.
- S231. Machine Shop Practice—(3)** **Mr. Reed**
 Computing data for, practice in setting up, and operating the lathe, milling machine, shaper, and drill press; advanced benchwork. Prerequisite: Industrial Arts 131.
- S233. Machine Shop Practice—(3)** **Mr. Reed**
 Machine repair, design, and construction, with special emphasis on set-up computations. Prerequisite: Industrial Arts 231 and 232.
- S252. Printing—(3)** **Mr. Honn**
 Linotype composition and maintenance. Arrangements similar to those for Industrial Arts 251. Prerequisite: Practical experience in linotype operation or Industrial Arts 151.
- S266. Industrial Arts Laboratory—(3)** **Mr. Stombaugh**
 History, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information concerning this type of industrial arts shop. Students who have had Industrial Arts 261 (formerly Methods of Teaching Industrial Arts) or 262 may not take this course for credit. Prerequisite: Twelve semester hours of industrial arts.
- S267. Driver Education and Training—(3)** **Mr. Ashbrook**
 Designed to acquaint secondary-school teachers with the available instructional materials in this field, and the methods used in presenting such materials in the classroom and behind the wheel. Laboratory practice will include traffic fundamentals and basic maneuvers.
- S269. Principles of Safety Education—(3)** **Mr. Stombaugh**
 A general safety course dealing with the hazards of modern life and the various means for promoting safety in the school and in the community.
- S310. Industrial Arts in the Elementary School—(2)** **Mr. Stombaugh**
 Educational principles underlying industrial arts and their application in the elementary activity program.
- S403. Seminar in Industrial Arts—(2)** **Mr. Reed**
 Critical evaluation of research studies, problems, and thesis plans.
- S499. Thesis or Research Project—(2 to 4)**
 Independent study culminating in a thesis or a carefully written report on a research project.

Library

S212. The Library as an Information Center—(3) Miss Speer

Familiarity with reference tools and books for the high school; methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material; techniques for training pupils to use library materials.

S213. Evaluation of Books for Youth—(3) Miss Speer

Evaluation of the physical book and of publishers output; the principles of book selection; the place of selection tools and familiarity with significant research studies in the reading practice, interest, and ability of young people.

S214. Reading Guidance for Adolescents—(3) Mrs. Metzler

Acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; and ability to evaluate books and to stimulate junior and senior high-school pupils to read.

S216. Informational Books—(3) Miss Hinman

Acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the elementary school to read them.

S252. Cataloguing and Classification of Books—(3) Miss Speer

Instruction and practice in the classification and cataloguing of library materials. Students who have had Library 262 may not take this course for credit.

S262. Library Service in the Small School—(3) Miss Galaway

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloguing, and classification of school library materials. Students who have had Library 252 or 253 may not take this course for credit.

Mathematics

S101. Arithmetic in Modern Life—(3) Mr. Mills

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

S105. Advanced Algebra—(3) Mr. McCormick

For students who have had only one year of algebra in high school.

S112. Analytical Geometry—(3) Mr. Mills

The point, the line, the triangle, and the circle; polar coordinates; introduction to the properties of the parabola, ellipse, and hyperbola; curves represented by the equation of the second degree. Prerequisite: Mathematics 111 and 114.

S113. Advanced Trigonometry—(3) Mr. McCormick

Fundamental identities, graphs of trigonometric functions, trigonometric equations, inverse functions, and introduction to spherical trigonometry and its applications. Prerequisite: Mathematics 106 and 111.

S115. Differential Calculus—(3) Miss Flagg

Elements of the differential calculus and applications selected from many fields of study. Graphs of functions, maximum and minimum values of functions, rates, approximating roots of equations, partial differentiation, and an introduction to the geometry of space. Prerequisite: Mathematics 112 and 113.

- S116. Integral Calculus—(3)** Mr. McCormick
 Elements of the integral calculus and applications selected from many fields of study. Indefinite and definite integrals, areas, lengths of curves, volumes, multiple integration, work and pressure integrals, center of gravity, and moment of inertia. Prerequisite: Mathematics 115.
- S201. Foundations in Arithmetic—(3)** Miss Flagg
 Background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. Prerequisite: Mathematics 101.
- S211. College Geometry—(3)** Miss Flagg
 Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. Prerequisite: Mathematics 115.
- S230. Survey of Mathematics—(3)** Mr. Ullsvik
 Critique of high-school and college mathematics. An intensive study of the processes, operations, and applications of mathematics. Prerequisite: Mathematics 116.
- S421. Special Problems in the Teaching of High-School Algebra—(2)** Mr. Ullsvik
 Experimentation in the teaching of high-school algebra.
- S450. Mathematics of Statistics—(2)** Mr. Mills
 The development of the mathematics of statistics; introduction of the theory of probability; curve fitting; frequency curves; distribution; measures of dispersion; the theory of correlation. Prerequisite: Integral calculus 116.
- S499. Thesis or Research Project—(2 to 4)**
 A thesis or research project dealing with a specific problem in the teaching of mathematics.

Music

- S107. Music Appreciation—(1)** Mr. Spector, Miss Terrill
 Much listening to music to enrich the student's experience and increase his enjoyment of it.
- S111. Music for Elementary Schools—(3)** Miss Westhoff
 Practical course in singing for students in the Elementary and Special Education Curricula who have had little experience in music.
- S122. Group Instruction in Piano—(3)** Mr. Hackett
 Practical instruction in playing piano for students who have had limited or no playing experience on piano.
- S123. Group Instruction in Piano—(3)** Mr. Hackett
 Practical instruction in playing piano for students who have had playing experience on piano.
- S124. Music Education—(3)** Miss Boekelheide
 A survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; planning of music suitable for the activities program.
- S126 and S127. Applied Music—(3) and (3)** Mr. Spector
 Strings.
- S131. Group Instruction in Voice—(3)** Miss Westhoff
 Practical course in singing for students who have not had previous instruction in voice. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

- S132. Group Instruction in Voice—(3)** Miss Westhoff
Practical instruction in singing for students who have had some instruction in voice.
- S151. Literature of Music—(3)** Mr. Isted
To acquaint the student with an abundance of music literature from the cultural point of view. Illustrations from library of records will be used.
- S193. Music Workshop—(3)** Mr. Peithman and Mr. Sherrard
See page 55 for description.
- S221. Instrumental Equipment Selection and Repair—(3)** Mr. Sherrard
The selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.
- S226 and S227. Applied Music—(3) and (3)** Mr. Spector
Advanced strings.
- S233. Group Instruction in Brass and Percussion—(3)** Mr. Sherrard
Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had music 134 or 232 may not take this course for credit.
- S236. Advanced Conducting (Instrumental)—(3)** Miss Knudson
A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.
- S245. Modern Music—(3)** Mr. Spector
Twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, and war upon music.
- S293. Music Workshop—(3)** Mr. Peithman and Mr. Sherrard
See page 55 for description.
- S301. Form and Analysis in Music—(2)** Mr. Peithman
Structure of much classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.
- S326. Applied Music—(2)**
Master classes in performance. Intensive study in certain media of performance, culminating in public recital or examination before faculty committee.
- S351.—The Opera—(2)**
A survey of operatic literature.
- S360. Psychology of Music Education—(3)**
Investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.
- S361. Tests and Measurements in Music—(3)**
The bases upon which aptitude and achievement in music have been and might be measured.
- S400. Seminar in Music Education—(2)** Miss Knudson
Individual and group study of problems arising in the field of music education.
- S404. Chromatic Harmony—(3)** Mr. Peithman
Practical experience in writing polyphonically and homophonically using various kinds of embellishments and chromatically altered tones. A major creative project is required. This may be in the form of an original composition, arrangement, or transcription.

S499. Thesis or Research Project—(2 to 4)

Individual investigation of a specific problem in the field of music education. This project may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area within the field.

Physical Science

S140. General Chemistry—(6)

Miss Griffith

First half of a two-semester sequence, including fundamental principles. Students who have had Physical Science 120 or 142 may not take this course for credit.

S141. General Chemistry—(6)

Mr. Evans

Continuation of Physical Science 140 including the metals. Prerequisite: Physical Science 140.

S150. General Physics—(6)

Mr. Smith

The first half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Students who have had Physical Science 152 may not take this course for credit.

S151. General Physics—(6)

Mr. Cross

Continuation of Physical Science 150 including elementary magnetism, electricity, electronics, optics, and radiation.

S207. Elementary Organic Chemistry—(6)

Miss Griffith

First of a series embracing the study of aliphatic compounds together with laboratory practice on preparations and reactions. Students who have had Physical Science 132 or 143 may not take this course for credit. Prerequisite: Physical Science 141.

S250. Fundamentals of Radio—(3)

Mr. Smith

Electrical theory involving both D.C. and A.C. circuits. Vacuum tubes and radio circuits. Prerequisites: Physical Science 151.

S264. Modern Physics—(3)

Mr. Cross

Recent Developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Prerequisite: Eight semester hours each in physics and chemistry, and Mathematics 115.

S274. General Science—(3)

Mrs. Whitmore

For teachers of general science in the elementary, junior, and senior high schools. Objectives of general science; selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. Prerequisite: Physical Science 140 and 150.

S279. Municipal and Industrial Science—(3)

Mr. Gooding

Deals with scientific aspects of community and industrial problems. Municipal studies will include sanitation, water and sewage treatment, and crime detection. Industries include ceramics, sulfuric acid, zinc smelting, corn products, soy-bean milling, and dairying. Excursions are made to industries within seventy-five miles of Normal. This course will give its members a background in applied science that will enrich their classroom teaching. There is no transportation cost to the student. Prerequisite: Physical Science 141.

S341. Advanced Inorganic Chemistry—(3)

Mr. Evans

An interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. Prerequisite: Quantitative Analysis 204.

S401. History and Literature of Chemistry—(2)

Mr. Gooding

A course dealing with the early development of chemistry and proceeding down to the present time. The literature of chemistry through the various periods as well as the most efficient methods of using chemical literature will be discussed.

S499. Thesis or Research Project—(2 to 4)

Each student will select a problem for intensive investigation.

Social Science

S111. Contemporary Civilization—(3)

Mr. Orr

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

S112. Contemporary Civilization—(3)

Miss Marshall

Continuation of Social Science 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

S113. History of Civilization and Culture—(3)

Mrs. Brunk

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

S114. History of Civilization and Culture—(3)

Mrs. Brunk

Continuation of Social Science 113. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.

S115. History of the United States—(3)

Mr. Hess

Colonial and national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

S116. History of the United States—(3)

Miss Marshall

Continuation of Social Science 115 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

S118. History of Russia—(3)

Mr. Harper

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

S213. Money and Banking—(3)

Mr. Glasener

The development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities.

S216. American Industrial History—(3)

Mr. Orr

The industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. Prerequisite: Social Science 115 or 116.

S218. American Life and Institutions—(3)

Miss Tasher

A continuation of Social Science 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

- S223. Medieval History—(3)** **Mrs. Brunk**
Chronologically, a continuation of Roman History to 1500. The Church, feudalism, the towns, and the medieval background of modern nationalities considered. Prerequisite: Social Science 113.
- S227. Revolutionary Europe, 1789-1850—(3)** **Mr. Harper**
The French Revolution, the Revolution of 1830, and that of 1848. Shows the rise of nationalism and democracy in Western Europe. Prerequisite: Social Science 114.
- S232. History of the American Frontier—(3)** **Mr. Harper**
The westward movement and the influence of the frontier on American life and institutions. Prerequisite: Twelve semester hours in social science.
- S245. History of the Western Hemisphere—(3)** **Mr. Hess**
For those who wish to enrich their knowledge of the history of the Western Hemisphere, with orientation toward Latin America and Canada. The purpose is to gain an appreciation of the life and cultures of the national groups and to understand the part they play in world affairs. Students who have had History of Latin America 245 may not take this course for credit.
- S251. American Government—(3)** **Miss Tasher**
Services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.
- S254. International Relations—(3)** **Mr. Yedor**
Problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to the future.
- S261. The Community—(3)** **Mr. Kinneman**
Structure, functioning, and changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.
- S264. Minority Peoples—(3)** **Mr. Kinneman**
Population and immigration, race relations, and the problems arising from the fusion of cultures.
- S270. Current Issues—(3)** **Mr. Yedor**
Present-day questions of public policy. Can be applied as credit in the field in which a project is chosen.
- S334. Foreign Relations Since 1898—(3)** **Mr. Yedor**
American diplomacy in the Far East, Latin America, and Europe; conflicting ideologies and interests; alignments and objectives from the Spanish-American War to World War II.
- S363. Child Welfare Services—(3)** **Mr. Kinneman**
Examination of the policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements. Designed for students in Special Education and others interested in society's responsibility to children.
- S412. Intermediate Economic Theory—(3)** **Mr. Glasener**
An intense and critical examination of the economic theory underlying the operation of a system of free enterprise.
- S419. Research Problems in Local History—(3)** **Miss Tasher**
For advanced students who are interested in an intensive study of a problem connected with the political, cultural, and social development of Illinois.

S439. Cultural History of the United States—(3) Miss Marshall
American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

S491 and S492. Seminar and Thesis or Research Project—(2) and (2)
Independent study and research culminating in a thesis or research project.

Speech

S110. Fundamentals of Speech—(3) Mr. Micken, Miss Yates
Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones. Students who have had Speech 112 may not take this course for credit.

S123. Discussion—(3) Mr. Micken
Working principles and methods of discussion; projects in reflective thinking in various kinds of discussion situations.

S132. Dramatic Production—(3) Miss Yates
Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

S211. Phonetics—(3) Mr. Holmes
Production and representation of English (American) speech sounds with emphasis toward speech re-education.

S212. Speech Re-education—(3) Miss Eckelmann
Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. Prerequisite: Speech 110.

S213. Advanced Speech Re-education—(3) Mr. Holmes
Defective speech arising from pathological conditions; stuttering; methods of re-education. Prerequisite: Speech 212.

S214. Speech Clinic—(1 to 6) Miss Eckelmann
Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212.

S229. Psychology of Speech—(3) Mr. Holmes
Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, and the nature of various kinds of audiences. Prerequisite: 10 semester hours in speech.

S240. The Teaching of Speech in the Elementary School—(3) Miss Parret
Designed to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of speech that may arise on the elementary-school level. Discussion and observation of classroom activities that may be utilized for the exercising and improvement of speech skills. Prerequisite: Speech 110 or concurrent registration.

S251. Speech Reading—(3)
A survey of the methods of teaching speech reading (lip reading) to hard of hearing; observation of class procedures for the hard-of-hearing child; development of student's ability in speech reading.

THREE-WEEKS SESSION COURSES

Classes in the three-weeks session will meet three class periods daily at the hours indicated in the printed schedule on page 64.

For those courses which are also offered in the eight-weeks session, descriptions are not repeated, but the pages where the descriptions may be found are indicated.

Art

- S101. Art Activities for Elementary Schools—(3) Mr. Hoover
See page 29.
S499. Thesis or Research Project—(2 to 4)
See page 30.

Biological Science

- S105. Hygiene—(3) Miss Bennell
See page 30.
S491. Thesis or Research Project—(2 to 4)
See page 32.

Business Education

- S112. Typewriting—(3) Miss Day
See page 32.
S499. Thesis or Research Project—(2 to 4)
See page 33.

Education and Psychology

- S193. Education Workshop—(3) Miss Arnold
See page 55.
S240. Audio-Visual Education—(3) Mr. Smith
See page 36.
S293. Education Workshop—(3) Miss Arnold
See page 55.
S499. Thesis or Research Project—(2 or 3)
See pages 38 and 39.

English

- S110. English Composition—(3) Mr. Tudor
See page 39.
S451. Thesis—(3)
See page 41.

Geography

- S103. Geography of the Peoples of the World—(3) Miss Blackburn
See page 42.
S424. Thesis—(2 to 4)
See page 43.

Health and Physical Education

- S200. Sports Officiating—(3) Mr. Goff
Instruction and practice in officiating at athletic contests in football, cross country, and other seasonal sports. Prerequisite: Health and Physical Education 119 and 120.

- S231. Physical Education for Elementary Schools—(3) Miss Duncan
See page 43.
S499. Thesis or Research Project—(2 to 4)
See page 44.

Music

- S193. Music Workshop—(3) Miss Boekelheide
See page 55.
S293. Music Workshop—(3) Miss Boekelheide
See page 55.
S499. Thesis or Research Project—(2 to 4)
See page 50.

Social Science

- S116. History of the United States—(3)
See page 51.
S455. Political Thought—(3) Miss Cavanagh
Contemporary political thought with emphasis on the development of American political ideas. Designed to give the student a solid foundation in democratic ideology. Background information drawn from the history of European political theory.
S491 and S492. Seminar and Thesis or Research Project—(2) and (2)
See page 53.

Workshops*

Staff members for workshops are listed by the departments concerned with the descriptions of courses.

S193. Education and Music Workshops—(3)

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

During the three-weeks session workshop opportunities will be offered by the Departments of Education and Music. During the eight-weeks session, a workshop will be offered by the Department of Music. Participants may prepare study programs, worksheets, units, reading lists, tests, manuscripts for teacher or students use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments may be organized. Rural and town school programs in the various subject areas may receive emphasis. Participants will select their own problems for investigation. Members with similar interests probably will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and staff. The department in which work is to be done must be determined at the time of registration. Prerequisite: Teaching experience and possible departmental requirements in terms of work to be done.

S293. Education and Music Workshops—(3)

Same as S193 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation.

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Agriculture *S128 Home Veget. Gard. Douglass GH *S231 Gas Eng. & Tractors Young MH	Agriculture *S128 Home Veget. Gard. Douglass GH *S231 Gas Eng. & Tractors Young MH	Agriculture S213 Farm Management Green JP2
Art S101 Art Act. for El. Sch. Miller I107 S107 Art Appreciation Conrad MWTh F4-2	Art S102 Art Act. for El. Sch. Barford I107 S107 Art Appreciation Conrad MWTh F4-2 S201 Crafts for El. Schools Parker I6 *S236 Adv. Oil Painting Miller I105 *S237 Advanced Studio Miller I105 *S238 Advanced Studio Miller I105	Art S107 Art Appreciation Conrad TThF F4-2 *S211 Crafts for Sec. Sch. Parker I6 *S236 Adv. Oil Painting Miller I105 *S237 Advanced Studio Miller I105 *S238 Advanced Studio Miller I105
S499 Thesis (To be arranged)		
Biological Science	Biological Science	Biological Science
*S211 Intro. Bacteriology McAvoy S216 S219 Natural Science Richards S110	S105 Hygiene Royce S203 S109 Nat. Sci. Surv. (El) Moore S108 *S211 Intro. Bacteriology McAvoy S216	S105 Hygiene Martens S204 *S111 Gen. Biolog. Science Richards S209 S117 Home Nursing Shea T111 *S145 Funct. Anatomy Royce S201 S219 Natural Science Miller S110 S238 School Health McAvoy S203
*S423 Biological Resources Miller TWThF S202 *S428 Biological Resources Ries S214	S300 Cur.Read. in Biol.Sci. Lamkey TTh S209 S301 Cur.Read. in Biol.Sci. Lamkey TTh S209 *S423 Biological Resources Miller TWThF S202 *S428 Biological Resources Ries S214	*S311 Sch. & Comm.Sanita. Lamkey S216 *S422 Biolog. Resources Ries TWThF S214 *S428 Biolog. Resources Ries S214 *S452 Human Dev.&Behav. Gray S202
Business Education	Business Education	Business Education
S117 Business Mathematics Jessa C301	S112 Typewriting McEwen C204	S111 Elements of Business Wheeler C301 S113 Typewriting McEwen C204 S254 Adv. & Salesmanship Toll C304
S440 Impr.Instr.Sec.Subjects Toll C304	S430 Imp.Instr.Bkkg & GBS Esworthy C301 S499 Thesis (To be arranged)	

* Double Period Class

JUNE 19 - AUGUST 11, 1950

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
<p align="center">Agriculture</p> <p>S229 Livestock Judging Laubaugh JP1</p> <p align="center">Art</p> <p>*S211 Crafts for Sec. Sch. Parker I6</p> <p>S498 Seminar in Art Conrad TWThF I6</p> <p align="center">Biological Science</p> <p>S109 Nat.Sci.Survey (EI) Moore S108</p> <p>*S111 Gen. Biolog. Science Richards S209</p> <p>*S145 Funct. Anatomy Royce S201</p> <p>S219 Natural Science Martens S110</p> <p>*S311 Sch. & Comm.Sanita. Lamkey S216</p> <p>*S422 Biolog. Resources Ries TWThF S214</p> <p>*S428 Biolog. Resources Ries S214</p> <p>*S452 Human Dev.&Behav. Gray S202</p> <p align="center">Business Education</p> <p>S132 Accounting Jessa C301</p> <p>S252 Economics of Business Esworthy C304</p>	<p align="center">Agriculture</p> <p>S214 Marketing Ag. Prod. Green JP2</p> <p align="center">Art</p> <p>S102 Art. Activ.for El.Sch. Miller I107</p> <p>*S127 Pottery Barford N6</p> <p>*S132 Sculpture Barford MW N6</p> <p>S201 Crafts for Elem. Sch. Ogle I6</p> <p>*S352 Advanced Painting Conrad I105</p> <p align="center">Biological Science</p> <p>S105 Hygiene Richards S203</p> <p>S110 Nat. Sci. Survey (EI) Moore S108</p> <p>*S146 Funct. Anatomy Royce S201</p> <p>*S201 Entomology Ries S209</p> <p>S220 Natural Science McAvoy S110</p> <p>*S247 Sight Sav. Problems Gray S202</p> <p>*S421 Biologic. Resources Lamkey MTWTh S216</p> <p>S491 Thesis (To be arranged)</p> <p align="center">Business Education</p> <p>S114 Typewriting Jessa C204</p> <p>S402 Ad.& Superv.Bus.Ed. Toll MTWTh C304</p>	<p align="center">Agriculture</p> <p>S105 Genetics Hudelson MH</p> <p align="center">Art</p> <p>*S127 Pottery Barford N6</p> <p>*S132 Sculpture Barford MW N6</p> <p>S202 Teach.Art in El.Sch. Parker F4-2</p> <p>*S207 Crafts.Handi.Child. Ogle (Also 3:20-4:20)I6</p> <p>*S352 Advanced Painting Conrad I105</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>S101 Art.Act.forEl.Sch. Barford I107 3:20-4:20</p> </div> <p align="center">Biological Science</p> <p>*S146 Funct. Anatomy Royce S201</p> <p>*S201 Entomology Ries S209</p> <p>S220 Natural Science Martens S110</p> <p>*S247 Sight. Sav. Problems Gray S202</p> <p>S303 Teach.ScienceinEl.Sch. Miller S108</p> <p>*S421 Biologic. Resources Lamkey MTWTh S216</p> <p align="center">Business Education</p> <p>S115 Business English Wheeler C304</p> <p>S123 Shorthand McEwen C303</p> <p>S253 Bus. Organ.&Manag. Esworthy C301</p>

* Double Period Class

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Education and Psychology S107 Reading Methods S203 Philos. of Education Wheeler M211 S204 School & Comm. Rel. Cole C203 S211 Amer. Public Educa. Lancaster I203 S220 Secondary Education DeWees M202 S236 Classroom Problems Force M209 S240 Audio-Visual Educa. Jorgensen S105 S244 Educ. Partially Sighted McCall Cent. School S245 Educ. Phys. Handicap. Cent. School S401 Intro. to Research Lueck F2-1 S412 Sem. in Curr. Constr. Belshe M205 S417 Org. & Adm. Ex. Cl. Act Norton TWThF T108 S499 Thesis (To be arranged)	Education and Psychology S107 Reading Methods Burris M213 S110 Observ. & Reading Force TThF M209 S211 Amer. Public Educ. Norton S110 S220 Secondary Education Houston F3-1 S243 Educ. Mentally Retard. Ingram Cent. Sch. S312 Individ. of Instruction Cooper M205 S327 Guidance Lovell TWThF N107 S412 Sem. in Curr. Constr. Lauby M103 S434 School Finance Decker TWThF F2-2 S441 Lah. Sch. Adminis. Carrington TWThF T115 S464 The Comm. (Jr) Col. Lichty S203 S111 Gen. Psychology Paulson F2-1 S212 Social Psychology Hancock M204 S234 Mental Hygiene Dillinger I203 S321 Child Psychology Tiedeman I207 *S432 Psychological Clinic Marzolf TTh Clinic *S433 Psychological Clinic Marzolf TTh Clinic	Education and Psychology S108 Child Growth & Devel. Cooper M205 S109 Observ. and Reading Force TThF M209 S203 Philos. of Education Wheeler M206 S211 Amer. Public Educ. DeWees M202 S224 Ex-Curr. Act. Sec. Sch. Cole C203 S251 Intro. to Philosophy Belshe M203 S418 Evaluation Techniques Lueck TWThF F2-1 S431 School Administration Decker F2-2 S442 Lah. School Experi. Carrington TtoF T115 S444 Superv. of Stud. Teach. Lauby TWThF M103 S499 Thesis (To be arranged) S115 Educ. Psychology Lancaster I203 S227 Psych. of Excep. Child. Parker I207 *S432 Psychological Clinic Marzolf TTh Clinic *S433 Psychological Clinic Marzolf TTh Clinic
English S165 Elementary Reporting Vinson N205 S252 Recent World Litera. Nyquist N210 S401 Devel. of Eng. Lang. Hiatt N201	English S102 Folk Liter. for Children Pricer N211 S110 English Composition Nyquist N210 S122 Survey of Eng. Liter. Vetter N206 S132 American Literature Gimmetad N204 S202 Mod. Litera. for Child. Nelson N208 S416 Milton & his Cont. Jochums S416	English S111 English Composition Vetter N204 S150 Ancient Literature Okerlund N206 S203 Verse for Children Hinman M214 S253 Literature of the Bible Hiatt N201 S426 19th Cent. Eng. Poet. Jochums N210
Foreign Language *S109 Intensive Latin Chiles F5-1 *S113 First Year French Ellis F3-2	Foreign Language S114 Conversational French Whitten F5-1 S406 The Elegiac Poets Connell M120	Foreign Language S114 Conversational Spanish Whitten F5-1

* Double Period Class

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Education and Psychology S162 Survey of Special Ed. Goodier M203 S240 Audio-Visual Educ. Jorgensen S105 S401 Intro. to Research Dillinger I203 S403 Educ. Statistics Hancock M204 S420 Improv. of Instruction Houston T to F M211 S450 Admin. Special Educa. Ingram TWThF I200 S465 Teach. in Comm. College Lichty TWThF C203 S111 Gen. Psychology Paulson F2-1 S229 Mental Testing Tiedeman I207 *S432 Psychological Clinic Marzolf TTh Clinic S433 Psychological Clinic Marzolf TTh Clinic English S161 Advanced Writing Gimmetstad N201 S202 Mod. Liter. for Child. Nelson N208 S254 World Literature Okerlund N206 S275 English Grammar Pricer N211 S451 Thesis (To be arranged) Foreign Language *S109 Intensive Latin Chiles F5-1 *S113 First Year French Ellis F3-2	Education and Psychology S203 Philos. of Education Wheeler M211 S204 Sch. & Comm. Relations Carrington M209 S211 Amer. Public Educa. Lauby M103 S220 Secondary Education DeWees M202 S232 Early Childhood Educ. Burris M213 S233 Middle Grade Educa. Russell F3-2 S235 Case Wk. in Beh. Prob. Ingram I200 S360 History of Education Cole C203 S401 Intro. to Research Lueck F2-1 S412 Sem. in Curr. Construc. Belshe M205 S415 All School Activities Reusser MTWTh M212 S115 Educ. Psychology Lancaster I203 English S112 Intro. to Literature Gimmetstad N204 S203 Verse for Children Hinman M214 S212 Eng. Liter. 1600-1780 Vetter N206 S219 Shakespeare Hiatt N201 Foreign Language S424 Prob. Teaching Latin Connell MTWTh M120	Education and Psychology S107 Reading Methods Burris M213 S205 Lab. Read. Methods Catey T8 S234 Upper Grade Educa. Force M209 S240 Audio-Visual Educat. Jorgensen S105 <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> S260 Sem. El. Sch. Teach. TWTh M205 3:20-4:20 </div> S327 Guidance Houston MTWTh N107 S435 School Buildings Decker MTWTh F2-2 S466 Sem. in Comm. College Lichty MTWTh C203 S111 General Psychology Paulson F2-1 S208 El. Sch. Tests & Measur. Tiedeman I207 S222 Psych. of Adolescence Dillinger I203 S411 Counsel. & Psychother. Marzolf Clinic S425 Indiv. Mental Testing Parker MTWTh I200 English S102 Folk Liter. for Children Pricer N211 S111 English Composition Nyquist N210 S214 Eng. Liter. 1830-1900 Jochums N204 Foreign Language *S109 Intensive Latin Chiles F5-1 *S113 First Year French Ellis F3-2

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SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Geography S114 Geog. of N. America N107 Lathrop S209 Geog. of Pacific Islands Gueffroy N101	Geography S214 Geog. of Soviet Russia Crompton N102 *S222 Field Geog. West. U.S. Wattersen N106 *S409 Cartog. & Graphics Gueffroy N101	Geography S219 Cons. Nat. Resources Lathrop N107 *S409 Cartog. & Graphics Gueffroy N101
Health and Physical Educ. S110 Rhythms for El. Sch. Gray TWThF W's S221 Basketball Coaching Cogdal G103 S231 Phys. Ed. for El. Sch. Frey W's	Health and Physical Educ. S220 Baseball Coaching Frye G103 S230 Phys. Ed. for Sec. Sch. Leavitt W's	Health and Physical Educ. S101-2-3-4 Recr. Activities Leavitt TWThF W's S201 Sports Officiating Struck F2-2 S243 Kinesiol. & Physiology Hancock G103
S499 Thesis (To be arranged)	S301 Eval. Tech. in Phys. Ed. French G102	S340 Prob. in H&PE & Recr. French TWThF G102
Home Economics *S136 Home Manag. Exper. Johnson HMF *S216 Food Investigations Buell I103 *S236 Home Administra. Johnson HMF	Home Economics S123 Costume Design Ross I209 *S136 Home Manag. Exper. Johnson HMF *S216 Food Investigations Buell I103 *S236 Home Administra. Johnson HMF	Home Economics *S124 Cloth. Econ. & Constr. Ross I209 S211 Nutrition & Dietetics Buell I103
Industrial Arts *S122 Furn. Uphols. & Fin. Hammerlund I1 *S132 General Metalwork Reed HP *S141 Applied Electricity Ashbrook M8 S266 Indust. Arts Lab. Stombaugh IAA-2	Industrial Arts *S122 Furn. Uphols. & Fin. Hammerlund I1 *S132 General Metalwork Reed HP *S141 Applied Electricity Ashbrook M8 S499 Thesis (To be arranged)	Industrial Arts *S111 Engineering Drawing Hammerlund I201 *S114 Machine Drawing Hammerlund I201 *S231 Machine Shop Pract. Reed IAA *S233 Machine Shop Pract. Reed IAA *S267 Driver Educ. & Train. Ashbrook I10 S269 Prin. of Safety Educa. Stombaugh N102
Library S216 Informational Books Hinman Met Libr *S252 Catal. & Class. Books Speer Libr	Library *S252 Catal. & Class. Books Speer Libr	Library *S262 Libr. Serv. in Sm. Sch. Galaway Libr
Mathematics S101 Arith. in Modern Life Mills M104 S230 Survey of Mathematics Ullsvik M201	Mathematics S113 Adv. Trigonometry McCormick M201 S421 Spec. Prob. H.S. Alg. Ullsvik TWThF M104	Mathematics S105 Adv. Algebra McCormick M201 S211 College Geometry Flagg M104

* Double Period Class

JUNE 19 - AUGUST 11, 1950

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Geography	Geography	Geography
S212 Geography of Illinois Crompton N102	S113 Economic Geography Gueffroy N101	S103 Geog.of Peop.of World Crompton N102
*S222 FieldGeog.West.U.S. Watterson N106		*S222 FieldGeog.West.U.S. Watterson N106
S424 Thesis (To be arranged)	S307 Geog. Latin America Lathrop N107	
Health and Physical Educ.	Health and Physical Educ.	Health and Physical Educ.
S113 Swimming and Diving Frye TWThF ISSCS	S115 First Aid Struck G103	S101-2-3-4 Recr. Activities Frye MTWTh M's
S114 Swimming and Diving Frye TWThF ISSCS	S210 Org.& Adm.Phys.Ed. French G102	S108 Recr. Activities Frey MTWTh W'a
S227 Therapy Phys. Handi. Frey G102	S222 Track and Field Cogdal F2-2	S113 Swimming and Diving Leavitt MTWTh ISSCS
S231 Phys. Ed. for El. Sch. Gray W's		S114 Swimming and Diving Leavitt MTWTh ISSCS
S242 Anatomy Hancock G103		S219 Football Coaching Struck F3-1
	S304 Seminar in Sports Leavitt MTWTh W's	S241 Intramural Manag. Cogdal G103
		S402 Found.Mod.Phys.Ed. Gray WRR
Home Economics	Home Economics	Home Economics
*S124 Cloth.Econ.& Constr. Ross I209	S106 Nutrition Buell I103	S120 Intro. to Textiles Ross I209
	S231 Family Relationships Johnson I200	
Industrial Arts	Industrial Arts	Industrial Arts
*S111 Engineering Drawing Hammerlund I201	*S152 Graphic Arts Honn I3	*S152 Graphic Arts Honn I3
S114 Machine Drawing Hammerlund I201	*S223 Woodworking Hammerlund I1	*S223 Woodworking Hammerlund I1
*S231 Machine Shop Pract. Reed IAA	*S252 Printing Honn I3	*S252 Printing Honn I3
*S233 Machine Shop Pract. Reed IAA	*S267 Driver Educ.&Train. Ashbrook I10	*S267 Driver Educ.&Train. Ashbrook I10
*S267 Driver Educ.&Train. Ashbrook I10	S310 Ind.Arts in Elem.Sch. Stombaugh MTWThM8	S403 Sem. in Indus. Arts. Reed MTWTh IAA-2
Library	Library	Library
*S262 Libr.Serv.in Sm.Sch. Galaway Libr	S213 Eval.Books for Youth Speer H.S.Libr.	S212 Liba. as Info. Center Speer Libr.
Mathematics	Mathematics	Mathematics
S112 Anal. Geometry Mills M104	S115 Differential Calculus Flagg M201	S116 Integ. Calculus McCormick M201
	S450 Math. of Statistics Mills MTWTh M104	S201 Found. in Arithmetic Flagg M104

* Double Period Class

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
<p>Music</p> <p>S124 Music Education Bockelheide M113</p> <p>*S193 Music Workshop Peithman F7-2</p> <p>*S293 Music Workshop Peithman F7-2</p> <p>S361 Tests&Meas.in Music C2</p> <p>Physical Science</p> <p>*S140 General Chemistry Griffith S309</p> <p>*S150 General Physics Smith S107</p> <p>S499 Thesis (To be arranged)</p> <p>Social Science</p> <p>S115 Hist. of United States Hess F3-1</p> <p>S213 Money and Banking Glasener M212</p> <p>S218 Amer. Life & Institu. Tasher M203</p> <p>S261 The Community Kinneman M210</p> <p>S334 ForeignRela.since 1898 Yedor M206</p> <p>Speech</p> <p>S110 Fund. of Speech Yates F6-2</p> <p>S212 Speech Re-education Eckelman N102</p>	<p>Music</p> <p>S122 Gr. Instr. in Piano Hackett C1</p> <p>S123 Gr. Instr. in Piano Hackett C1</p> <p>S151 Literature of Music Isted YW</p> <p>*S193 Music Workshop Peithman F7-2</p> <p>*S293 Music Workshop Peithman F7-2</p> <p>S351 The Opera TWThF F7-1</p> <p>Physical Science</p> <p>*S140 General Chemistry Griffith S313</p> <p>*S141 General Chemistry Evans S301</p> <p>*S150 General Physics Smith S107</p> <p>*S151 General Physics Cross S101</p> <p>*S207 El. Organic Chem. Griffith S313</p> <p>Social Science</p> <p>S112 Contemp. Civilization Marshall M206</p> <p>S113 Hist. of Civil. & Cult. Brunk M202</p> <p>S118 History of Russia Harper F3-2</p> <p>S254 Internat'l Relations Yedor M210</p> <p>S419 Res.Proh.inLocalHist. Tasher M203</p> <p>Speech</p> <p>S110 Fund. of Speech Micken F6-2</p> <p>S214 Speech Clinic Eckelman Clinic</p> <p>S229 Psych. of Speech Holmes F6-1</p>	<p>Music</p> <p>S107 Music Appreciation Terrill TWTh YW</p> <p>S122 Gr.Instr. in Piano Hackett C1</p> <p>S123 Gr. Instr. in Piano Hackett C1</p> <p>S126-127 Applied Music Spector (To be arr.)</p> <p>S131 Gr. Instruc. in Voice Westhoff F7-1</p> <p>S193 Music Workshop Sherrard F7-2</p> <p>S226-227 Applied Music Spector (To be arr.)</p> <p>S236 Adv. Conduct. (Inst) Knudson M113</p> <p>S293 Music Workshop Sherrard F7-2</p> <p>S301 Form & Anal.in Music Peithman TWThF M120</p> <p>Physical Science</p> <p>S140 General Chemistry Griffith S313</p> <p>*S141 General Chemistry Evans S301</p> <p>*S150 General Physics Smith S107</p> <p>*S151 General Physics Cross S101</p> <p>*S207 El. Organic Chem. Griffith S313</p> <p>S401 Hist.&Liter.of Chem. Gooding TWThF S305</p> <p>Social Science</p> <p>S111 Contemp. Civilization Orr M204</p> <p>S115 Hist. of United States Hess F3-1</p> <p>S232 Hist.of Amer. Frontier Harper F3-2</p> <p>S264 Minority Peoples Kinneman M210</p> <p>Speech</p> <p>S110 Fund. of Speech Yates F6-2</p> <p>S214 Speech Clinic Eckelman Clinic</p> <p>S240 Teach.Speech inEl.Sch. Parret F6-1</p>

* Double Period Class

JUNE 19 - AUGUST 11, 1950

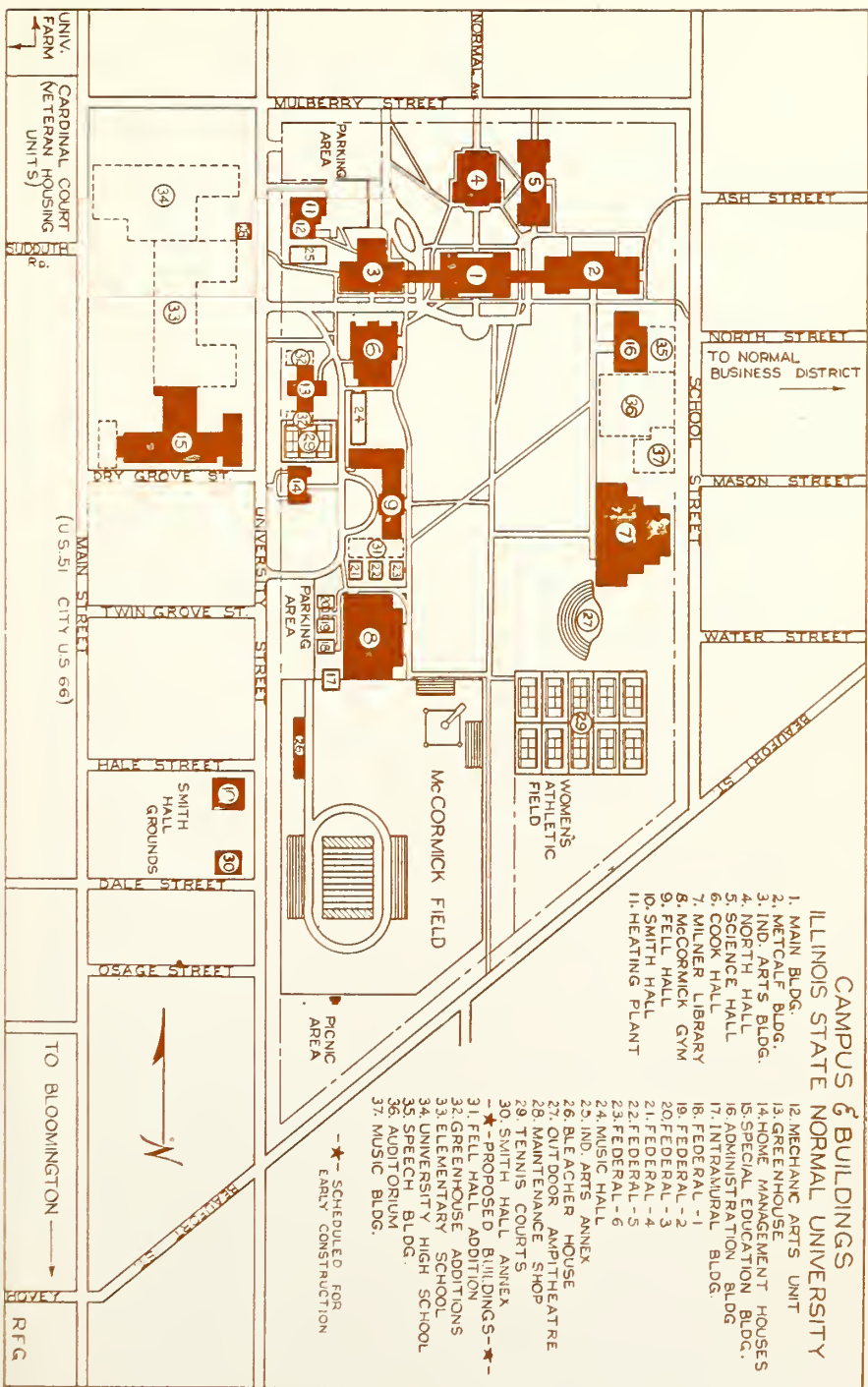
Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
<p align="center">Music</p> <p>S132 Gr. Instr. in Voice Westhoff F7-1</p> <p>S233 Gr. Instr. Brass & Per. Sherrard F7-2</p> <p>S326 Applied Music Hackett (To be arr.)</p> <p>S326 Applied Music (To be arranged)</p> <p>S400 Sem. in Music Educa. Knudson TWThF M113</p> <p>S499 Thesis (To be arranged)</p> <p align="center">Physical Science</p> <p>*S141 General Chemistry Evans S305</p> <p>*S151 General Physics Cross S101</p> <p>*S207 El. Organic Chemis. Griffith S309</p> <p align="center">Social Science</p> <p>S116 Hist. of United States Marshall M206</p> <p>S223 Medieval History Brunk M202</p> <p>S412 Adv. Econ. Theory Glasener M212</p> <p align="center">Speech</p> <p>S110 Fund. of Speech Micken F6-2</p> <p>S211 Phonetics Holmes F6-1</p>	<p align="center">Music</p> <p>S107 Music Appreciation Spector YW</p> <p>S111 Music for Elem. Sch. Westhoff Aud</p> <p>*S122 Gr. Istruct.in Piano Hackett C1</p> <p>*S123 Gr. Instruc.in Piano Hackett C1</p> <p>S221 Instr. Equip. Sel. & Rep. Sherrard M113</p> <p>S360 Psych. of Music Educ. C-2</p> <p>S404 Chromatic Harmony Peithman</p> <p align="center">Physical Science</p> <p>S250 Funda. of Radio Smith S107</p> <p>S274 General Science Whitmore S309</p> <p>S279 Munic. & Indus. Science Gooding S305</p> <p align="center">Social Science</p> <p>S111 Contemporary Civil. Orr M204</p> <p>S245 Hist. of West. Hemis. Hess F3-1</p> <p>S251 American Government Tasher M203</p> <p>S270 Current Issues Yedor M206</p> <p>S363 Child Welfare Service Kinneman M210</p> <p align="center">Speech</p> <p>S132 Dramatic Production Yates Aud</p> <p>S251 Speech Reading T1</p>	<p align="center">Music</p> <p>*S122 Gr. Istruct.in Piano Hackett C1</p> <p>*S123 Gr. Instruc.in Piano Hackett C1</p> <p>S245 Modern Music Spector YW</p> <p align="center">Physical Science</p> <p>S264 Modern Physics Cross S101</p> <p>S341 Adv. Inorganic Chem. Evans S305</p> <p align="center">Social Science</p> <p>S114 Hist. of Civil. & Cult. Brunk M202</p> <p>S216 Amer. Indus. History Orr M204</p> <p>S227 Rev. Europe, 1789-1850 Harper F4-1</p> <p>S439 Cultural Hist. of U.S. Marshall M206</p> <p align="center">Speech</p> <p>S123 Discussion Micken F6-2</p> <p>S213 Adv. Speech Re-ed. Holmes F6-1</p>

* Double Period Class

Three-Weeks Session--1950

JUNE 24 - JULY 14

Course No., Department and Course Title	Instructor	Hours	Room
Art			
S101 Art Activities for Elementary Schools	Mr. Hoover	3-4-6	I107
S499 Thesis	(To be arranged)		
Biological Science			
S105 Hygiene	Miss Benell	2-4-6	S204
S491 Thesis	(To be arranged)		
Business Education			
S112 Typewriting	Miss Day	1-4-6	C204
S499 Thesis	(To be arranged)		
Education			
S193 Education Workshop	Miss Arnold	2-4-6	M214
S240 Audio-Visual Education	Mr. Smith	2-3-5	S105
S293 Education Workshop	Miss Arnold	2-4-6	M214
S499 Thesis	(To be arranged)		
English			
S110 English Composition	Mr. Tudor	1-3-5	N208
S451 Thesis	(To be arranged)		
Geography			
S103 Geography of Peoples of the World	Miss Blackburn	2-3-6	N106
S424 Thesis	(To be arranged)		
Health and Physical Education			
S200 Sports Officiating	Mr. Goff	1-3-5	F1
S231 Physical Education for Elementary Schools	Miss Duncan	2-4-6	IB
S499 Thesis	(To be arranged)		
Music			
S193 Music Workshop	Miss Boekelheide	2-5-6	M113
S293 Music Workshop	Miss Boekelheide	2-5-6	M113
S499 Thesis	(To be arranged)		
Social Science			
S116 History of United States		2-3-6	M212
S455 Political Thought	Miss Cavanagh	2-3-6	M211
S491 and S492 Seminar and Thesis	(To be arranged)		



THREE-WEEKS SESSION

June 24-July 14

Three weeks. Three semester hours credit. A total of 16 courses available from 11 departments.

The three-weeks session will be of special interest to teachers in service who find it impossible to attend for eight weeks but who wish to strengthen their preparation or meet certification requirements.

The three-weeks session replaces the inter-session of three weeks, which was offered for several summers preceding the eight-weeks session.

GENERAL CATALOG

Summer school students who are interested in more complete information concerning University regulations and activities may secure a general Catalog by writing to the Registrar of the University.